

Get Ready!

2 Teacher's
Book

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INTRODUCTION

THE MATERIALS

AIMS

Get Ready! aims to provide young learners with a basic knowledge and feeling for English, giving them a foundation for successful learning at the next stage. It teaches pupils to say and understand a basic English vocabulary and a small number of useful expressions. It teaches numbers and letters of the alphabet and introduces pupils to the early stages of reading and writing.

Get Ready! is based around songs and activities, carefully matched to the interests of young learners and suitable for use with large or small classes.

COMPONENTS

Get Ready! is a two-level course. The core of each level is the Pupil's Book and the accompanying cassette. For each level there is a Handwriting Book, an Activity Book and a Numbers Book. Wallcharts are also available.

Pupil's Book 2. This introduces all the language items in the second level of the course and contains all the songs, stories, rhymes and games. Most of the work in the Pupil's Book is oral. Only the words or letters printed in a colour are for the pupil to read. The words in black are there to guide the teacher.

Cassette 2. This contains recordings of all the songs, stories and rhymes in Pupil's Book 2. It can be played in the classroom or used by the teacher as a model during lesson preparation.

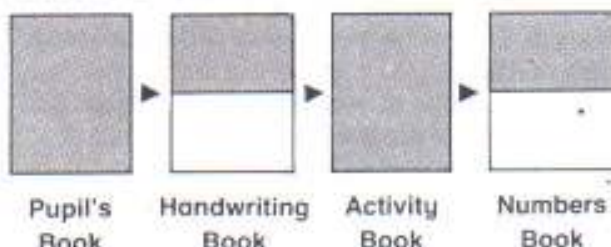
Handwriting Book 2. This teaches the capital letters and places particular emphasis on correct hand movements. There are built-in revision exercises and further practice of the small letters, taught in Handwriting Book 1.

Activity Book 2. This is designed to reinforce the basic reading and writing skills and to give extra practice of the language taught in the Pupil's Book.

Numbers Book 2. This is an optional component. It teaches the number sets 11–20, develops addition, introduced in Numbers Book 1, and teaches subtraction.

ORGANIZATION

Each level of *Get Ready!* is divided into sixty steps. Each step is one page in the Pupil's Book (supported by the cassette), half a page in the Handwriting Book, one page in the Activity Book and half a page in the Numbers Book. The materials and syllabus have been very carefully planned and the books should always be used in this order. The sequence for a complete step is therefore as follows:



THE TEACHING METHOD

CHORAL REPETITION

Drills and repetition are particularly suitable teaching techniques for young learners, who learn through imitation. The important thing is for the language being drilled to then be used in a context which is meaningful to the children. This is why songs, rhymes and games are so important, for in the world of the child these are real ends in themselves.

There are four stages to be gone through in teaching with choral repetition:

- 1 The teacher says the words and gives the meaning.
- 2 The class say the words after the teacher.
- 3 The class say the word on their own (in response to a cue).
- 4 Individual pupils say the words.

The amount of time spent on each stage will be for the teacher to decide. If possible, the meaning should be given without using the pupils' own language. This can be done through mime, blackboard drawing, or the pictures in the Pupil's Book. Throughout the choral repetition, the teacher should keep reminding the class of the meaning of the words.

SONGS AND STORIES

The songs and stories are all written specially for the course and are in very simple language that can easily be learned by the pupils.

Songs. The songs are all recorded on cassette. This can be played in class, but the teacher may use the cassette at home to learn the songs and then teach them to the class herself. While singing, pupils should point to the pictures in the Pupil's Book or perform the suggested actions. These reinforce meaning and make singing more enjoyable. Singing should be part of every lesson and teachers should regularly go back and use songs from earlier in the course.

Stories. The stories are also on cassette but here again the teacher can, if she prefers, use the recording as a model and read the story to the class herself. It is particularly important to make sure that pupils are pointing to the pictures and following the story sequence. Each frame of the stories is numbered.

QUESTION AND ANSWER

As well as drills, the teacher will want to use simple question and answer techniques: *What is this? Show me a . . .* and so on. Many of the games or Picture practice pages in *Get Ready!* are designed to practise these kinds of simple dialogues (for example, Step 21 or Step 30).

Remember that the pupils should practise asking as well as answering questions and that this will need choral repetition practice.

INDIVIDUAL HELP

Even when working with a large class, teachers should try to give individual attention, especially to pupils who have difficulties. The ideal time to do this is when pupils are working in either the Handwriting Book, Activity Book or Numbers Book. This is when you can walk round the class and see how pupils are coping. Wherever there are problems, aim to be positive about the things the pupil can do. Success motivates; failure causes panic and lack of interest. One of the main purposes behind *Get Ready!* is to give a pupil a sense of enjoyment and a feeling of confidence about learning English.

ACCURACY

Do not be over-concerned about accuracy. *Get Ready!* progresses slowly and pupils will only gradually become aware of subtle differences and be able to imitate the teacher's model. Give good models of English but do not correct every error made by your pupils. Never try to explain language rules to very young learners.

MOTHER TONGUE

Pupils should hear as much English as possible. However, there are many situations when it is very useful to use the pupils' own language. For example, you might use it to explain an exercise in the Activity Book, the meaning of a song or how to play a game. When teaching handwriting, it is especially effective to use the pupils' own language. The important thing is to avoid translation. Always try to explain new words through a picture or mime. Never ask pupils to translate.

READING

There is no 'real' reading in *Get Ready!* Pupils need first of all to acquire pre-reading skills. In particular, they must become familiar with left-right sequencing and letter recognition. By the end of *Get Ready!* pupils will know the small

alphabet and be able to recognize twenty-one words (including a) In *Get Ready! 2* pupils consolidate their recognition of the small letters and extend their knowledge of whole words to fifty-four (excluding names). They also learn the capital alphabet and will read a few simple sentences. These first reading skills are developed in both the Pupil's Book and the Activity Book.

Throughout *Get Ready!*, small black type is used for words that are intended solely as guidance for the teacher. They look like this:

Is it a red ball?

Words or letters to be recognized by the pupil are printed in a much larger size. They look like this:

**a box
ice cream**

In the Pupil's Book, words, letters or numbers for the pupil are always printed in a colour.

HANDWRITING

As well as writing letters and words, pupils benefit from any activities that develop control of the motor skills. Drawing and colouring are important and there are ample opportunities to do this in Activity Book 2. There are also exercises which practise the writing of letters or words in the Activity Book and these are carefully matched to the sequence in the Handwriting Book.

The main book for teaching handwriting is, of course, the Handwriting Book. To be effective, it should be combined with good classroom demonstrations. The sequence below is suggested.

- 1 Before asking pupils to write a new letter, demonstrate on the blackboard. Always use a grid with a baseline and three guidelines. Describe to the pupils in their mother tongue exactly what you are doing as you write.

- 2 Next, half-turn your back to the class, almost as if you were going to write on the blackboard, and trace the letter in the air with your finger. Get the class to do it with you as you describe the hand movement.
- 3 If you are teaching a new letter, the pupils can now use their finger to trace the large solid black letter in the book (headed *Look*). This should be done as a class, with the teacher describing the hand movement. The dot shows where the hand movement begins and the arrow shows the direction to go in.
- 4 Pupils are now ready to practise tracing in their Handwriting Books, using a pencil or pen. They trace over the grey lines, starting from the black dot. The third line of practice in each step gives the pupils a chance to copy the line of tracing above. The dots show pupils where to start each letter.
- 5 Encourage pupils to work slowly and to think about their hand movements. Go around the class helping. Be positive at all times. If necessary, demonstrate again.

Additional practice in a copybook or on paper is suggested. This should have handwriting guidelines as close as possible to those in *Get Ready!* At the back of this book there is a blank handwriting grid which may be photocopied.

NUMBERS

Basic number recognition is covered in the Pupil's Book and Activity Book. The optional Numbers Book provides a much more thorough grounding in number concepts and introduces basic arithmetic and the writing of the numbers.

With young children, the important thing is to give lots of real examples. Numbers are a very difficult abstraction and many children take time to understand them. Be positive and never allow any of your pupils to develop the idea that they cannot do sums.

TEACHING NOTES

The second part of this book provides teaching notes for each step of *Get Ready! 2*. These notes are no more than a suggested approach.

At the start of each step the new language is shown. It always says whether the new language is for the pupil to understand, say, read or write. This is an important distinction. The distinction between understanding something and saying or actively using it, is the most important. We all understand many more words than we can use, especially in a foreign language. Sometimes the distinction can be grey. For, although a pupil may use a word in a song (for example, *go/goes* in *My farm* in Step 36), it may not be a word that the pupil is able to use apart from when singing that song. So, in that sense, the word comes in the 'understand' group.

Throughout the teaching notes *italic print* is used to show actual words to be spoken in the classroom.

TEACHING NOTES

STEP 1

NEW LANGUAGE

Say: *What is your name? My name is . . . Ann*

PUPIL'S BOOK



- 1 Introduce yourself to the class. Say *Hello. I am . . .* (your name). Introduce yourself to individual pupils (perhaps by shaking hands) and say *Hello. I am . . .* The pupils should respond either with *Hello* or *Hello, I am . . .* (pupil's name).
- 2 Now ask individual pupils *What is your name?* Get them to answer *I am . . .* If necessary, translate *name*, but give the meaning once only and do not in other lessons ask for the translation.
- 3 Say *name* and get the class to repeat after you. Say *My name is . . .* (your name). Again ask individual pupils *What is your name?* But this time get them to answer *My name is . . .* (pupil's name).
- 4 **Look and say.** Pupils look at Step 1 in the Pupil's Book and listen to the first recording. (Remember to put the tape counter at 000 before you start so that you can easily find the beginning again.) Play the recording again and get pupils to point to Jack and Ann as they listen.
- 5 Call a boy and a girl to the front. Point to the boy and say *This is Jack*. Point to the girl and say *This is Ann*. Ask each one in turn *What is your name?* and *How old are you?*
- 6 The class practise the question *What is your name?* by saying it after you. Then individuals come to the front and question other pupils in the class.
- 7 Next, practise the question *How old are you?* (first met in Book 1). The pupils repeat it after you. Individuals come to the front and question other pupils in the class.

- 8 Play the tape again. Ask a different boy and girl to come to the front and be Jack and Ann. Choose individuals to come to the front and to ask Jack and Ann both questions: *What is your name? How old are you?*
- 9 **Song.** Play the tape, while the class listen. Play it again and get the pupils to sing Sue's answers (the lines in italic print). Do this several times.
- 10 Next, get the class to sing the other lines and give the answer lines yourself. This can be done with or without the tape.
- 11 The class can now be divided into two. Half sing the question lines. Half sing the answers. Then swap the groups round.
- 12 Substitute other names for Sue, choosing members of the class; short names will fit more easily than long ones!

HANDWRITING BOOK

- 13 Put the handwriting grid on the board (see Introduction). Demonstrate writing *a, b, c*, describing in the pupils' mother tongue what you are doing. Then get the class to trace these letters in the air with their fingers. They do this with you, as a class, while you describe the hand movements. Emphasis should be given to the starter dot, to the pauses in *a* and *b* and to the fact that each letter is written without lifting the pencil from the paper.
- 14 Pupils can now trace *a, b, c*, in their Handwriting Books. As this is revision, there should not be many difficulties. They can trace *a, b, c*, in the first two rows, but should not do the other letters yet.
- 15 Repeat the above procedure for *d, e, f*, and then for *g, h, i*. As pupils are working, go round, checking and encouraging. Remember that the most important thing is the correct hand movements.

- 16 Pupils can now copy each of the letters in the final row in the Handwriting Book. The dots show them where to start each letter.

ACTIVITY BOOK

- 17 **Read and colour.** Write the numbers 1–4 on the board and check recognition. Say *Show me 2. What is this number?*
- 18 Check that pupils can read *blue, green, red* and *brown*. Ask *What is this word?* as you write each one on the board. Revise the meanings of the words. Say *Show me a blue book, a brown pencil* and so on.
- 19 Pupils read the 'key' printed below the pictures and colour the pictures of Jack and Sue. Go round, helping and asking questions. *What colour colour is 3? What word is this?*
- 20 **Join the letters.** Get the pupils to recite the alphabet and sing the *Alphabet song* from Book 1. Write different small letters on the board and ask *What is this letter?* Pupils then work in the Activity Book joining the letters in alphabetical order to complete a picture of three houses.

NUMBERS BOOK (OPTIONAL)

- 21 Put different numbers of dots on the board (maximum ten). Pupils come to the front and count them aloud 1, 2, 3, 4, 5 etc. Write different numbers on the board (1–10) and ask *What is this number?*
- 22 Draw six boats and ask *How many boats?*



The class respond *Six*. Write 3, 7, 6 on the board. Say *Show me 6*. Then put a circle round it. The pupils can now do the exercise in the Numbers Book, putting a ring around the figures that match the numbers of boats.

STEP 2

NEW LANGUAGE

PUPIL'S BOOK

- 1 Quickly revise the numbers 1–10. Write them on the board and get pupils to come to the front and point to different numbers. Say *Point to 8, 4* etc.
- 2 **Game.** Pupils look at their books. Say *Show me number 3*. Pupils point to the number. Ask *Is it a car? Is it a ball?* and eventually *What is it?* (a bike).
- 3 Now ask *What is number 8?* and so on. Let individual pupils ask the questions to the class.
- 4 Now say *Show me a table*. Then ask *Is it number 4?* You can ask individuals or get the class as a whole to point to the pictures and answer the questions.
- 5 Sing *What is your name?* from Step 1.

HANDWRITING BOOK

- 6 Revise the letters j–r, following the procedure described for a–i in Step 1. Give particular attention to the starter dots and to the pauses in m, n, p, q, r. Apart from k, these letters are all written without the pencil leaving the paper.

ACTIVITY BOOK

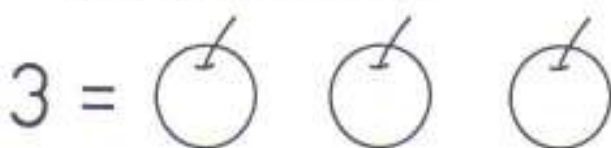
- 7 **Match.** Pupils join the letters to the pictures of things with the matching initial sounds. Before writing in the Activity Book, pupils should be reminded of the sounds of the letters. Say 'h' for . . . ? to elicit either *hand* or *house* (or both) and so on with the other letters. (Use the sounds of the letters not the names.)
- 8 **Write the first letters.** Pupils must decide which letter starts each word and write it beside the picture. Check that each picture

is known. Say *Show me a fish/a balloon/ an elephant/a car*. Go round helping with the handwriting.

- 9 When the pupils have finished, demonstrate the writing of each letter on the board.

NUMBERS BOOK (OPTIONAL)

- 10 Pupils ring the numbers of apples that match the figures on the left. Before they do the oranges on the right, go through the answers to the apples on the board. Write each figure, an equals sign and then draw the correct number of apples.



Read out the 'sentence' *Three equals three*, pointing to each part of it on the board.

- 11 Pupils now continue with the oranges on the right-hand side of the page.

Change the line of the mouth and say *Look. Ann is sad*.



Look miserable yourself and say *Look. I am sad*. Get the class to repeat *sad* after you. Then say *I am sad* several times, putting on miserable expressions.

- 2 Change the mouth again and say *Ann is happy*.



Look happy yourself and say *I am happy*. The class repeat *happy* and then *I am happy* after you.

- 3 Call a pupil to the front (e.g. Mary). Whisper *happy* or *sad* in her ear. She mimes the expression and the class say *Mary is happy/sad*.
- 4 **Story.** Play the tape of the story or read it yourself. Get the pupils to point to the pictures in sequence. The numbers will help them.
- 5 Ask questions. *Is Bingo a dog? Is Bingo a big cat? What colour is Bingo? Point to Ann. Point to the ball. What colour is the ball? Look at picture number 2 – is Ann a happy girl?*
- 6 Play the tape again. It may be simplest to translate *friend*, but do it once only and never ask for the translation. Pupils can

STEP 3

NEW LANGUAGE

Say: *happy, sad, friend, Bingo*

PUPIL'S BOOK



- 1 Draw a simple face on the board. Give it a straight line for a mouth. Say *This is Ann*.



now repeat the words of the story after you, pointing to each picture.

- 7 Small groups or pairs can 'tell' the story to the class. In each group one pupil can be Ann and say her words. If necessary, say the words with the pupils.
- 8 If you can get a ball and a toy cat, you can act out or demonstrate the story while it is being told.
- 9 On a piece of paper draw a happy mouth.



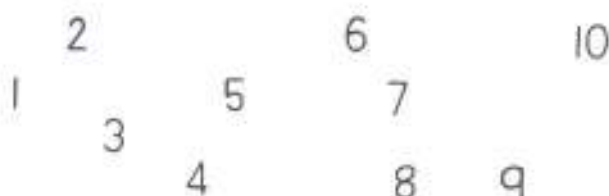
Show it to the class and say *happy*. Turning it upside down, say *sad*. Put the piece of paper behind your back. Then bring it out and show the class. They must say *happy* or *sad*, according to which way up it is. Done quickly this can become a lively game. If you draw the mouth on the back of the paper as well as the front, it will be easier for you to know which way up it is for the class.

HANDWRITING BOOK

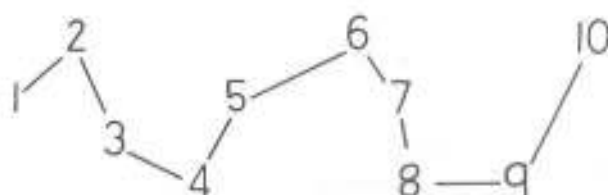
- 10 Revise the writing of *s-z*. Follow the procedure described for *a-i* in Step 7. Pay particular attention to the starter dots and the pauses in *u, v, w, y, z*. With the exceptions of *t* and *x*, these letters are all written with a single hand movement.

ACTIVITY BOOK

- 11 **Join the numbers.** Practise counting 1-10. Write the figures 1-10 on the board in a pattern like this:



Say *Show me 1, Show me 2, Show me 3*, and so on, in sequence. As each number is identified, join it to the next number.



Pupils can now do the exercise in the Activity Book, joining the numbers in the correct sequence to find the path through the maze.

- 12 **Odd one out.** Draw four apples on the board like this:



Ask which is different (in the pupils' own language). Put a ring around it. Then write *r, r, n, r* on the board and ask which letter is different. Put a ring around it. Pupils can now do the exercise in the Activity Book. Go through the first one with them. In each case, they must put a ring around the letter which is different and then write that letter on the grid. Go round helping. When the class has finished, go through the answers on the board, describing the hand movement for each letter.

NUMBERS BOOK (OPTIONAL)

- 13 Write 3 on the board. Ask *What is this number?* Then draw an equals sign and three circles. Put 4 and an equals sign on the board and get a pupil to draw the circles. Repeat with 6. Pupils can now do the exercise in the Numbers Book.

STEP 4

NEW LANGUAGE

Read: *A, B, Ann, Bingo*

Write: *A*

PUPIL'S BOOK



- 1 **Letters.** Write *a* and *b* on the board. Ask *What is this letter?* as you point to each one. Explain (in the pupils' own language) that all the letters in English can be written in two ways: as little (small) letters or big (capital) letters. Big letters are used at the start of names.
- 2 Write *A* and *B* on the board. Remind the pupils of the sound each one makes. Say *This is A (name). 'a' (sound) for apple. 'a' for Ann.* Pupils look at the top of Step 4 in the Pupil's Book. Say *Show me a big B/a little a/a big A/a little b.* Pupils point to the letters.
- 3 **Song.** Play the tape. Say *Show me Ann/Bingo. Show me the name/word Ann.* Play the tape again and encourage the pupils to join in by singing yourself.
- 4 When the class know the song, you can substitute names in the class for Ann and Bingo. The pupils do not need to be able to read the other big letters to sing about them. Make sure to choose names that have 'regular' sounds. The class can work out the letters. For example, Mary. Say *'m' (sound) 'm', 'm', Mary...* and get the class to give you the name of the letter. Then they can sing *Mary is a name. It has a big letter... a big, big, big, big M.*

HANDWRITING BOOK

- 5 Put the handwriting grid on the board and write up *A* and *B*. Explain to the pupils (in their own language) that all the big letters sit on the baseline and go up to the top guideline. None of them go down to the bottom baseline. Now demonstrate *A*, describing what you are doing in the pupils' own language. It is written with three separate hand movements.

- 6 Next, half-turn your back to the class, almost as if you were going to write on the blackboard, and trace *A* in the air with your finger. Get the class to do it with you as you describe the hand movements. The pupils can now use their fingers to trace the large solid black letter in the Handwriting Book (headed *Look*). This should be done as a class, as you describe the hand movements. The dots show where each movement begins, the numbers show the sequence of the movements, and the arrows show the directions to go in.
- 7 Pupils can now trace the first row of letters in the Handwriting Book, using a pencil or pen. They should go over the grey lines, starting from the black dot. Go round, helping and encouraging. If necessary, demonstrate again and practise writing in the air with the class, before the pupils trace the second row. The third row is for copying the line above. The dots show where to start. For *A* there are two lines from the first dot.

ACTIVITY BOOK

- 8 **Colour and say.** Revise the shapes. Say *Show me a triangle/circle/square.* Pupils can then colour in the shapes according to the labels.
- 9 When the colouring is done, ask questions. Say *Look at e. Is it a green square? What is b?* Pupils can also ask the questions.
- 10 **Write how many.** Pupils count the shapes and write the numbers. Before working in the Activity Book, revise the writing of the numbers. Put them on the board on the handwriting grid. Then get individual pupils to come to the front and trace over a number with their finger, to show the hand movement.
- 11 When pupils have written the numbers in the Activity Book, ask questions: *How many black circles/white triangles?*

NUMBERS BOOK (OPTIONAL)

- 12 This provides further revision of number sets and writing of the numbers.

Note. In Numbers Book 2 a three-line grid is used, apart from in those steps where the teaching point is the writing of numbers (Steps 11, 12, 21, 34, 35, 37, 38, 43, 44, 46, 47). The three-line grid is easier to 'read' on the more dense pages needed in Numbers Book 2. As with the four-line grid, the numbers always sit on the solid, heavier baseline. The purpose of the four-line grid is only to remind pupils of the relation of the numbers to the small letters, which, unlike the numbers, do go below the baseline.

STEP 5

NEW LANGUAGE

Read: *C, D, E, F, G, H, I, J*

Write: *B*

PUPIL'S BOOK

- 1 **Letters.** Write *c, d, e, f* on the board with an equals sign (=) after each one and a space:

c = d = e = f =

Ask *What is this letter?* as you point to each one. Then say *This is a little c and this is a big C*, as you write in the capital letter equivalent for each small letter. Next, rub out the small letters and say *Show me a big D/E/C/F*. Then ask *What is this letter?* as you point.

- 2 Clean the board entirely and write up capital and small letters A–F, asking *What is this letter?* Pupils say *A little b/A big F* and so on.
- 3 Introduce G–J in the same way that you did C–F. Finally, write up letters from the A–J range, little and big, and ask *What is this letter?* If you feel that eight letters is too many, spread this work over two lessons.

- 4 Pupils look at Step 5 in the Pupil's Book. Call out letters: *Big G/Little e* and so on. Pupils point. Go round checking. See how quickly this can be done. At first some pupils will get muddled and find this difficult. Make sure that they do not become discouraged and that it feels more like a game than anything to become too concerned about. Be very positive. To provide breaks in the concentration, do it just with girls, then just with boys.
- 5 **Look and say.** Say *Show me an elephant/a cat/a fish/an insect/a jug/a hand/a dog/a girl*. Pupils point and say *This is a . . .*
- 6 Say 'e' (sound) for . . . ? and encourage pupils to say *elephant*. Get the class to point to *eE* and then the elephant, as they repeat 'e' (sound) for *elephant*. Go through the other letters and pictures in the same way, with the pupils matching the letters and pictures. This activity revises vocabulary and brings together in the pupils' minds the small and capital letter forms and the sound each letter makes.
- 7 Sing *The name song* (Step 4).

HANDWRITING BOOK

- 8 Teach the writing of *B*, following the procedure described for *A* in Step 4. Capital *B* is written with only two movements, starting from the same dot. It is a common mistake to use three movements: a vertical and two separate half-circles.

ACTIVITY BOOK

- 9 **Match.** Write up small and capital letters in the range A–E and ask *What is this letter?* Pupils can then do the exercise. They join the capital letters on the left to their equivalents in the small letter row in the middle and then continue the line to the capital letter on the right.
- 10 **Write.** Check recognition of the pictures. Say *Point to an insect/a girl/an apple/a hand/a bird/a jug*. Pupils then write the small letters that match the initial sound of each. Go round helping.

NUMBERS BOOK (OPTIONAL)

- 11 This provides further revision of number sets and writing of the numbers. Go round, helping with the counting (*How many cakes?*) and the writing of the numbers.

STEP 6

NEW LANGUAGE

PUPIL'S BOOK

- 1 **Picture practice.** This provides an opportunity for revision. (Ann has the balloons, Jack and Sue are on the bikes.)
- | Expressions | Vocabulary |
|------------------------|-----------------|
| Point to . . . | ball house |
| Show me . . . | balloon kite |
| Is it a . . . | bike shoe |
| How many? | bird tree |
| What colour is . . . ? | boat van |
| | boy window |
| | car numbers |
| | gate colours |
| | girl little/big |
- 2 Sing *What is your name?* (Step 1), using names from the class. Then sing *The name song* (Step 4), using other names.
- 3 Revise the letters introduced in Step 5. Write them on the board. Ask *What is this letter?*

HANDWRITING BOOK

- 4 Put the handwriting grid on the board and revise the writing of big *A* and little *a*. Pupils write them in the air with you. Big *A* is three movements. Small *a* is one movement. Pupils can now trace the letters in the Handwriting Book.

ACTIVITY BOOK

- 5 **Odd one out.** Pupils find the letter which is different and put a circle round it. They then write it on the grid. Go round, helping with the hand movements. Go through the answers on the board, demonstrating the hand movements.
- 6 **Match.** Using Pupil's Book Step 5, call out different letters: *Big J/Little f* and so on. Pupils point. See how quickly this can be done. Next revise the sounds of the letters 'f' (sound) *for . . . ?* Pupils can now do the exercise in the Activity Book, Step 6. They join each small letter to the picture of the word with the same initial sound. Each picture is then joined to the equivalent capital letter. This exercise combines recognition of letter shapes and sounds.

NUMBERS BOOK (OPTIONAL)

- 7 Put some dots on the board.



Ask *How many?* (2). Put another group of dots and again ask *How many?* (3).



Put in a plus sign (+) and read out the 'sentence' *Two plus three*. Then add an equals sign (=) and read it out again.



Two plus three equals

Count all the dots aloud: 1, 2, 3, 4, 5. Then, counting aloud again, draw five dots after the equals sign and read out the completed sum. Do more examples. The pupils can now do the exercise in the Numbers Book. When they have finished, ask them to read out the completed sums, as you work through them on the board.

STEP 7

NEW LANGUAGE

Understand: Read . . .

Write: C

PUPIL'S BOOK

- 1 **Read.** Pupils look at the picture in Step 7. Say *Point to a bear/an elephant and so on.* Ask *Is it a big/little elephant? What colour is . . . ? Is it a red train?*
- 2 Now write *a kite* on the board. Ask *What is this word?* Leaving *a kite* on the board, write *a ball*. Say *Read this word.* If necessary, translate *read*, but do it once only to give the meaning. Never ask pupils for the translation. Add several more words from the list in Step 7. Each time say *Read this word.*
- 3 Now use the Pupil's Book. Say *Look at your book.* Play this game. When you say *Read 'a ball'*, the class point to the word. When you say *Show me a ball*, the class point to the picture.
- 4 You can make the game more interesting by adding to your instruction *Girls, point to a car* (the boys do nothing). This will help concentration. The faster this is played, the more fun it is.
- 5 Revise the capital letters A–J.
- 6 Sing *The name song* (Step 4).

HANDWRITING BOOK

- 7 Teach the writing of C. Follow the procedure for A, described in Step 4.

ACTIVITY BOOK

- 8 **Match.** Pupils put a circle around the word that matches each picture.
- 9 **Write and colour.** Revise the writing of all the letters in *a train*, demonstrating each on the board. Ask pupils to come to the front and point to the place each one should start. With the whole class, write *a train* in the air. Pupils can now trace over *a train* in the Activity Book. Pupils can choose their own colour for the picture. When they have finished, ask individual pupils *What colour is your train?* Do not make a teaching point of *your*. The pupils have heard it before (Step 1) and will understand your question.
- 10 Repeat the above procedure with *a plane*. This time the pupils have to write rather than trace. For the spelling, they should look at the label under the picture. This encourages pupils to start looking at each of the letters in the word, not just the first letter and the overall shape.

NUMBERS BOOK (OPTIONAL)

- 11 This exercise is like the one in Step 6. This time the pupils draw the dots themselves instead of putting a circle around the appropriate number.

STEP 8

NEW LANGUAGE

Understand: *Spell . . . Write . . .*

PUPIL'S BOOK



- 1 Write *car* on the board. Say *Read this word* and get a pupil to read *car*. Then say *Spell 'car'* and spell it out *c-a-r*. Repeat this procedure with *ball* and *kite*, getting a pupil to spell each one out.
- 2 Now write *car* on the board and say *Write 'car'*. Spell out the letters (slowly) and with your finger write each one in the air. Continue this with *doll* and *bear*. First of all, get the pupils to spell each word, as you point to the letters, and then write each one in the air with you, as you spell it out.
- 3 **Song.** Play the tape. The pupils point to the letters of each word. The pupils can then try singing the song. On the last line of each verse, they can either point to the letters of the word or write it in the air.
- 4 Write *ball* and *kite* on the board. Sing two more verses of *Read it, write it*, using these words.
- 5 Revise the capital letters A–J. Write them on the board in any order, mixed together with the small letters. Pupils take turns to come to the front and find the pairs.



HANDWRITING BOOK

- 6 Put the handwriting grid on the board. Revise writing capital *B* and small *b*. Pupils write them in the air with you. Capital *B* is two hand movements; small *b* is one. Pupils can then do the exercise in the Handwriting Book. Stop them after the second line of tracing. Repeat the demonstration, but this time get a pupil to 'write' with a finger on the board, tracing the shape. Then get the pupils, with a finger, to 'write' *B* and *b* on the palm of the other hand. Now pupils can do the final line of copying.

ACTIVITY BOOK

- 7 **Write and colour.** Say *Spell 'a bear'*. Looking at the label under the picture, the pupils can spell it: *a b-e-a-r*. Then say *Write 'a bear'* and, together with the class, write it in the air. Pupils can then write *a bear* in the Activity Book. Pupils choose their own colour for the bear when they have finished the writing.
- 8 Repeat this procedure for *a doll*. Then ask *What colour is your doll/bear?*
- 9 **Match and colour.** Pupils read the words and colour the pictures appropriately.

NUMBERS BOOK (OPTIONAL)

- 10 Follow the procedure in Step 6 for adding dots on the board, but when all the dots have been added, write a figure on the other side of the equation, not another set of dots. Pupils can then do the exercise in the Numbers Book. Go through the answers on the board or using real objects (books, pencils, or even pupils).

STEP 9

NEW LANGUAGE

Read: K, L, M, N, O, P, Q, R

Write: D

PUPIL'S BOOK

- 1 **Letters.** Write *k, l, m, n* on the board with an equals sign (=) and a space after each one. Ask *What is this letter?* as you point to each one. Then say *This is little k and this is big K*, as you write in the capital letter equivalents. Now rub out the small letters and say *Show me a big K/L/M/N*. Then ask *What is this letter?* as you point.
- 2 Clean the board and write up capital and small letters in the range A–N, asking *What is this letter?* Pupils say *A big L/A little d* and so on.
- 3 Introduce O–R in the same way that you did K–N. If you feel that eight capital letters is too many for one lesson, spread this work over two lessons.
- 4 Pupils look at Step 9 in the Pupil's Book. Call out the names of letters: *Big P/Little m* and so on. Pupils point. This will be more fun if done quite quickly. Go round checking. At first some pupils will get confused, but do not let them become anxious. It should be like a game. To provide breaks in the concentration, do it just with the girls, then just with the boys.
- 5 **Look and say.** Say *Show me a nest/a monkey/an orange/a queen/a robot/a kite/a pencil/a lion*. Pupils point.
- 6 Say 'k'(sound) for . . . ? and encourage pupils to say *kite*. Get the class to point to *kK* and then the kite picture as they repeat 'k'(sound) for *kite*. Go through the other letters and pictures in the same way.
- 7 Sing *Read it, write it* (Step 8).

HANDWRITING BOOK

- 8 Teach the writing of *D*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 9 **Match.** Write on the board small and capital letters in the range J–N and ask *What is this letter?* Pupils can then do the exercise in the Activity Book.
- 10 **Write the capital letters.** Revise the writing of A–D. Put the grid on the board. Get a pupil to draw the starter dot. Get another pupil to trace the hand movement with a finger. Demonstrate how to do it yourself, writing with chalk. Finally, practise writing in the air with the whole class. Repeat this for each letter. Pupils can then do the exercise, writing in the capital letter equivalent of each small letter.

NUMBERS BOOK (OPTIONAL)

- 11 Write a few sums on the board. Make them easy.
 $3 + 1 =$ $6 + 1 =$
Get a pupil to read the first one out: *Three plus one equals . . .* Then take three pencils (counting them out) and one pencil. Put them together and count them out 1–2–3–4. Then say $3 + 1 = ?$ and let the class give you the answer. Repeat this procedure with $6 + 1$, but this time demonstrate with dots on the board. The pupils can now do the sums in Step 9. Go round, helping with the writing of the numbers.

STEP 10

NEW LANGUAGE

Read: 11, 12

PUPIL'S BOOK

- 1 **Game.** Say *Point to a yellow car/an orange car etc.* Write *BN4* on the board. Say *Show me BN4*. Repeat with the other car numbers, writing them on the board so that pupils can compare the letter forms you have written to the car numbers in the book.

- 2 Say *Point to LQ3*, but this time do not write the car number on the board. Continue with the other numbers. Ask *What colour is RE2? Say Show me PD6. Is it red?*
- 3 Pupils can come to the front and ask the questions: *What colour is . . . ?*
- 4 **Numbers.** Bring ten pupils to the front and stand them in a row. Count them 1-2-3-4-5-6-7-8-9-10. Then get the class to count as you point. Add two more pupils to the line. Count again, adding on 11-12. Point to the eleventh pupil and say *eleven*. The class repeats this after you several times. Do the same with 12. Count 1-12 in chorus with the class.
- 5 Write 1-10 on the board. Count them aloud, pointing to each number. Then add 11 and 12. Pupils count from 1-12, pointing to the numbers in their books. Say *Show me 9* etc. and get the pupils to point to the number in their book.
- 6 Sing *The name song* (Step 4), using names from the class.

HANDWRITING BOOK

- 7 Revise the writing of capital and small c. Follow the procedure for bB in Step 8. Capital and small c are the same apart from size. Capital C touches the top guideline. Small c reaches the middle guideline.

ACTIVITY BOOK

- 8 **Read and colour.** Pupils colour the cars according to the 'key' below the pictures. When they have finished, ask questions. Say *Point to PF9. Is it green? What colour is RE7?*
- 9 **Match.** Using Pupil's Book Step 9, call out different letters: *Big R/Little n* and so on. Pupils point to them. Next, revise the sounds of the letters on that page of the Pupil's Book. 'r' (sound) *for . . . ?* Pupils can now do the exercise in the Activity Book. They join each small letter to the picture of the word with the matching initial sound. Each picture is then linked to the equivalent capital letter.

NUMBERS BOOK (OPTIONAL)

- 10 Practise counting 1-12 together as a class. Get a pile of 12 books and get pupils to come to the front and count out different numbers. *Show me eleven books* etc. Now pupils look at the Numbers Book. Check recognition of the numbers. Say *Point to 12/9/8* etc. Pupils then fill in the appropriate number of circles to match each number. This revises number sets, including 11 and 12.

STEP 11

NEW LANGUAGE

Understand: *Where is . . . ?*

Read: *on, under*

Write: *E, 11, on, under*

PUPIL'S BOOK

- 1 Hold up a chair and ask *What is this?* Do the same with a book. Then put the chair on your desk and say *Look. The chair is on the desk.* (The pupils have met the definite article, *the*, before. Do not try to explain. They will gradually get 'a feel' for its use. It can be explained later). Next, put the book on the chair and say *Look. The book is on the chair.* Say *On . . . On the chair . . . The book is on the chair.* Now get the class to repeat *on*, then *on the chair* and finally *The book is on the chair.*
- 2 Hold up a pencil. Ask *What is this?* Put it on the book. Say *Look. The pencil is on the book.* Again the class should repeat *On . . . On the book . . . The pencil is on the book.*
- 3 Now ask *Where is the chair/the book/the pencil?* Each time give the answer yourself and then get the class to say it.
Teacher *Where is the book?*
Teacher *The book is on the chair.*
Teacher *Where is the book?*
Class *The book is on the chair.*

- 4 Ask *Where is the . . . ?* and get pupils to answer.
- 5 Remove the pencil and book. Put the book under the chair (which is still on your desk) and say *Look. The book is under the chair.* The class say after you *Under . . . Under the chair . . . The book is under the chair.* Put the pencil under the book and repeat this procedure.
- 6 Call two pupils to the front (e.g. John and Mary). Take the chair off your desk. Ask one pupil to go under your desk and one to sit on your desk. Ask *Where is John/Mary?* and in each case give the answer yourself and then get the class to say it after you.
- 7 Call two more pupils to the front (e.g. Peter and Jenny). Ask one to go under your desk and one to sit on top. Ask *Where is Peter? Where is Jenny?* This game can be extended using toys of various kinds. *Where is the bear? Where is the car?* and so on.
- 8 **Look and say.** Say *Look at number 3. Where is Bingo?* Continue with questions like this. If the class are ready for it, let some of the pupils ask questions.
- 9 Write *on* on the blackboard. Ask *What is this word?* Pupils compare it with the word in the Pupil's Book, and by looking at the pictures, work out that it is *on*. Repeat with *under*. Say *Spell 'under'.* Pupils spell it out, looking at their books. (Do not expect them to be able to do this yet with books closed.) Pupils close their books. Write *on* or *under* on the board and say *Read this word.*

HANDWRITING BOOK

- 10 Teach the writing of capital *E*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 11 **Match and trace.** Say *Look at number 1. Where is Bingo? (on the car).* Ask about all of the pictures a few times each. Write *under* on the board. Say *Read this word.* Do the same with *on*. Pupils then can trace the appropriate word under each picture.

- 12 **Write.** Put *on* on the board. Say *Spell 'on'.* Then say *Write 'on'* and with the class spell it out *o-n* and write it in the air with your finger. Pupils can now trace *on* in the Activity Book. Repeat the procedure with *under*. In this case they have to write it in the Activity Book not trace it. The label under the picture will help them with the spelling.

NUMBERS BOOK (OPTIONAL)

- 13 Pupils learn to write *11*. Demonstrate on the board, using the handwriting grid. Then practise *11* in the air, following the procedure described for handwriting in the Introduction. While pupils are writing in the Numbers Book, go round, checking that they are doing both lines from the top to the bottom and not too far apart.

STEP 12

NEW LANGUAGE

Say: *put, your*

Write: *12*

PUPIL'S BOOK



- 1 Hold up your pencil and say *Look. This is my pencil.* Go to a pupil's desk and, picking up his or her pencil, say, as you look at the pupil, *This is your pencil.* Say *My pencil . . . Your pencil,* using gestures to indicate ownership.
- 2 Put your hand on your own head and say *My head* and, pointing to a pupil and looking at him or her, say *Your head.* Say *My head* and get the class to repeat it, each pupil pointing at their own head (they must do this). Then say *Your head* and get the class to repeat it. They should point at your head and you point at theirs. If some pupils are confused, give them a translation, but once only and never ask the pupils to translate. If anybody is still unsure, do not worry; they will eventually get the idea.

- 3 Now say *Show me your arm/your shoulder/your hand/your finger*. Pupils say *This is my shoulder* etc. and indicate where it is.
- 4 Say *Put your hand on your head* and show what you want. Do the same with *finger on your arm* and *pencil on your shoulder*.
- 5 **Song.** Play the tape of the song. Pupils listen and perform the actions. Play it again and let the pupils join in with 1, 2, 3 and A, B, C and point to the numbers and letters in between doing the actions.
- 6 The class practise saying *Put your hand on your head/your finger on your arm/your pencil on your shoulder* in chorus after you. Then they can try to sing the whole song with all the actions and pointing to 1, 2, 3 and A, B, C in the book.
- 7 Give the class different instructions using *put* and *on*. *Put your book on your head. Put your arm on your desk*. Use this vocabulary: *arm, head, hand, shoulder, leg, finger, desk, book, bag, pencil, chair*. Let pupils try to give instructions for the class to carry out.
- 8 Ask *What is your name? What is my name?* Sing *What is your name?* (Step 1), using names from the class.



Say *Show me A, Show me B* and so on, in sequence. As each letter is identified, join it to the next letter. The pupils can then do the exercise in the Activity Book, joining the letters to find the path through the maze.

NUMBERS BOOK (OPTIONAL)

- 12 Teach the writing of 12 as you did 11 in the previous step.

STEP 13

HANDWRITING BOOK

- 9 Revise the writing of capital and small *D*. Follow the procedure for *bB*, described in Step 8. Small *d* is written with a single hand movement with one pause at the top of the vertical. Capital *D* involves two hand movements.

ACTIVITY BOOK

- 10 **Match.** Write the capital and small letter forms of *b, d, e, g, h, l, n, r*, on the board, in a random arrangement. Individual pupils come to the front and try to find a pair. Pupils then do the matching exercise.
- 11 **Join the letters.** Practise saying the alphabet. Write the capital letters *A–R* on the board like this:

NEW LANGUAGE

Read: *S, T, U, V, W, Z, Y, Z*
Write: *F*

PUPIL'S BOOK

- 1 **Letters.** Write *s, t, u, v* on the board with an equals sign (=) and a space after each. Ask *What is this letter?* as you point to each one. Then say *This is a little s and this is a big S*, as you write the capital letter equivalent of each small letter. Rub out the small letters and say *Show me a big S/T/U/V*. Then ask *What is this letter?* as you point.
- 2 Clean the board and write up capital letters and small letters from the range *A–V*, asking each time *What is this letter?* Pupils say *A big M/A small j* etc.

- 3 Introduce *W-Z* in the same way that you did *S-V*. This can be left until the next lesson if you felt that eight is too many new capital letters for one lesson.
- 4 Pupils look at the page in the Pupil's Book. They point as you call out letters: *Big T/Little s* and so on.
- 5 **Look and say.** Say *Show me the sun/a van/a zip/a window/an x-ray/a tree/an umbrella/yellow*. Pupils point and say *This is a . . .*
- 6 Say '*s*' (sound) for . . . ? and encourage pupils to say *sun*. Get the class to point to *sS* and then the *sun* as they repeat '*s*' (sound) for *sun*. Go through the other letters and pictures in the same way.
- 7 Sing *Put your hand on your head* (Step 12) and *Read it, write it* (Step 8).

HANDWRITING BOOK

- 8 Teach the writing of *F*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 9 **Odd one out.** Pupils find the letter which is different and put a circle round it. They then write it on the grid. Go round, helping with hand movements. Go through the answers, demonstrating the hand movements on the board.
- 10 **Match.** Write the small and capital letter forms of *R, S, T, U, V* on the board. Call out *Big T/Small r* etc. Pupils come to the front and identify the letters. Pupils can then go on to the exercise in the Activity Book.

NUMBERS BOOK (OPTIONAL)

- 11 Draw 12 squares on the board to match those in the Numbers Book.

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Say *Three* and shade in three squares starting at the left-hand end. Say *Five* and shade in two more. Say *Seven* and *Nine* and each time get a pupil to fill in the necessary extra squares. Count up the total aloud each time. Pupils can now do the exercise in the Numbers Book. First of all they trace the number on the right. Then they fill in the correct number of squares. This practice introduces the idea of counting along a line from left to right so make sure that they always leave the empty squares at the right-hand end.

STEP 14

NEW LANGUAGE

Say: *mouse, Where is . . . ?*

PUPIL'S BOOK



- 1 **Song.** Say *Show me the bear/the cat* and so on. Pupils point and say *This is the bear*. Introduce *mouse*. Say *Look. A mouse is on the cat*. Pupils point and say after you *Mouse . . . A mouse*. Ask *Where is the mouse?* Give the answer yourself and get the class to say it after you: *On the cat . . . The mouse is on the cat*. Ask *Where is . . . ?* questions about the other animals.
- 2 Pupils practise asking *Where is . . . ?* by repeating after you *Where is the mouse/the cat/the dog/the bear/the box*. Then, when you give a cue word (e.g. *the dog*), they say the whole question. Individual pupils can then ask questions for other pupils in the class to answer. *Where is the box? . . . The box is on the floor*.
- 3 Play the tape. Pupils point to the pictures. Pupils can then sing the song with you asking the *Where is . . . ?* questions or individual pupils can do it for each verse.
- 4 Revise the capital letters introduced in Step 13. Say *Big X/Little y/z* and so on and get pupils to point. It will be more enjoyable done at speed.

HANDWRITING BOOK

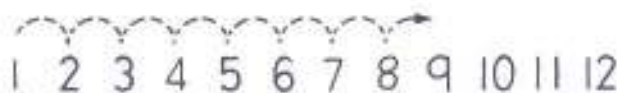
- 5 Revise the writing of small and capital *E*. Follow the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

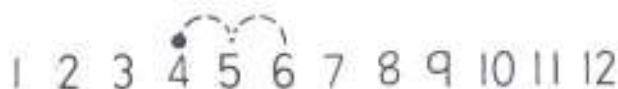
- 6 **Read and colour.** Check recognition of *A, D, K, L, R, T* by writing each one on the board and asking *What is this letter?* Write up the names of the colours and say *Read this word*. Pupils then colour in the balloons, according to the 'key' below the picture. When they have finished, say *What colour is balloon L? Show me a white balloon (K is a white balloon)*.
- 7 **Write the capital letters.** Pupils write in the capital letter equivalent of each small letter. Go round helping. Go through the answers on the board, demonstrating the hand movements.

NUMBERS BOOK (OPTIONAL)

- 8 This step introduces the idea of the number line for addition. Write numbers 1-12 on the board. Then, with the class in chorus, count 1-12, drawing a 'hop' from each number to the next.



Rub out the 'hops'. Write up the sum $4 + 2 =$. Tell the pupils that you are going to use the number line to work out the sum. (Explain this in their own language.) Ask a pupil to come to the front and point to 4 on the number line you have written on the board. Put a dot above it. Ask another pupil to read out the sum: *Four plus two equals*. Explain in their own language that when the sum has *plus* in it, they must go from left to right on the number line – the same direction as when they are reading or writing in English. Say *Plus two* and draw two 'hops', starting from the dot.



Explain that the last hop points to the answer. Say *Four plus two equals?* and let the class tell you *Six*. Do a few more simple examples.

- 9 Do $6 + 3 =$, working through it in the Numbers Book. Pupils find the dot, trace over the hops and write over the answer 9. Pupils do $5 + 3 =$ in the Numbers Book on their own. They have a starter dot to help. They draw three 'hops' and write 8 on the grid. Go through it afterwards on the board.

STEP 15

NEW LANGUAGE

Write: *G, monkey*

PUPIL'S BOOK

- 1 **Game.** Say *Point to a red robot/a blue robot* etc. Write 9TA on the board. Say *Show me 9TA*. Repeat with other robot numbers, writing them on the board, so that pupils can compare them to those in the book.
- 2 Say *Point to 2GB*, but this time do not write on the board. Continue with other robot numbers. Ask *What colour is 8YL?* Pupils can ask questions *What colour is ...?*
- 3 Tell the class that you are thinking of a robot. Say *My robot is green*. They must try to guess which one it is. *Is it ...?* This game practises recognizing capital letters.
- 4 Put a chair on your desk and say *Look. The chair is on the desk*. Put a bag on the chair and say *The bag is on the chair*. Then put a book on the bag and say *The book is on the bag*. Now sing *The mouse is on the cat* (Step 14) but using these new objects,

holding up each one as it comes up in the song. The last verse is:

*Where is the book?
The book is on the bag.
The bag is on the chair.
The chair is on the desk.
E-I, E-I,
The desk is on the floor.*

HANDWRITING BOOK

- 5 Teach the writing of G, following the procedure for A, described in Step 4.

ACTIVITY BOOK

- 6 **Match.** Write the small and capital letter forms of V–Z on the board in a random way. Pupils come to the front and find pairs, consisting of a small and capital form of the same letter. Pupils can then do the exercise in the Activity Book.
- 7 **Write and colour.** Write *a monkey* on the board. Say *Read this word*. Then say *Spell 'a monkey'*. Pupils read out *a m-o-n-k-e-y*. Next say *Write 'a monkey'*. Spell it out and, with the class, write *a monkey* in the air. Pupils can now trace *a monkey* in the Activity Book. Do the same with *a lion*. For *a lion* pupils have to write not trace. They can copy the spelling from the label under the picture. The pupils can colour the pictures at the end or they can do the monkey picture before writing *a lion*, to provide variety and a break in concentration.

NUMBERS BOOK (OPTIONAL)

- 8 If necessary, revise the idea of the number line, introduced in Step 14. Pupils then do the two sums in the Numbers Book. Starting from the dots, they draw the appropriate numbers of 'hops' and write in the answers. When the pupils have finished, go through the sums on the board, as you did in Step 14. This practises the number processes, but make sure to practise the English as well by getting pupils to read out the finished sums: *Seven plus two equals nine*.

STEP 16

NEW LANGUAGE

Write: *Bingo*

PUPIL'S BOOK



- 1 Practise reciting the alphabet. Pupils point to the letters in their books as they recite with you. Walk round the room so that you can see where pupils are uncertain.
- 2 Continue reciting the alphabet but change it into a game. Tell the class that when you say *Stop!* they must freeze and that you are going to see if they are all pointing to the correct letter. Play this game in a light-hearted way or some pupils may become anxious.
- 3 **Song.** Play the tape several times and let the class join in. Let the girls and then the boys sing it without the tape.
- 4 **Game.** Call a pupil to the front and whisper T in his or her ear. Tell the class that you are going to ask questions to find out what letter the pupil has chosen.
- Teacher *Is it green?*
Pupil *No.*
Teacher *Is it yellow?*
Pupil *No.*
Teacher *Is it red?*
Pupil *Yes.*
Teacher *Is it J?*
Pupil *No.*
Teacher *Is it T?*
Pupil *Yes.*

Now tell the class that you have chosen a letter. They must ask you questions to find out which it is. After that, pupils can have turns at choosing a letter for the class to guess. Help as necessary.

- 5 Sing *Read it, write it* (Step 8), using *lion* and *ball*. Write the words on the board first of all. Ask *What is this word?* Then say *Spell 'lion' / 'ball'*.
- 6 Sing *Big alphabet song* again.

HANDWRITING BOOK

- 7 Revise the writing of small and capital F, following the procedure for bB, described in Step 8.

ACTIVITY BOOK

- 8 **Missing letters.** Write this on the board:

A - CD - FGH - JK

Recite the alphabet with the class. Each time you come to a gap, write in the missing letter. Go back to the beginning of the alphabet after each gap is filled in. Pupils can now do the exercise in the Activity Book. Go round, checking on hand movements. Go through the answers on the board, demonstrating how to write each letter.

- 9 **Write and colour.** Write *Bingo* on the board. Ask *What is this word?* Then say *Spell 'Bingo'* and then *Write 'Bingo'* as you spell it out loud and write it in the air with the class. Pupils can then trace over *Bingo* and colour the picture.
- 10 **Match.** Pupils find the small letter equivalent for each capital letter.

NUMBERS BOOK (OPTIONAL)

11. Pupils do the two sums, writing in the 'hops' and then the answers. Go through them on the board, demonstrating the use of the number line. Ask pupils to read out the completed sums: *Five plus three equals eight.*

STEP 17

NEW LANGUAGE

Say: *cupboard, drawer*

Read: *in*

PUPIL'S BOOK

- 1 **Look and say.** Pupils look at the page in the Pupil's Book. Say *Show me the red doll.* Pupils point. Then say *The red doll is in the box.* Pupils repeat after you *In . . . In the box . . . The red doll is in the box.* Repeat this procedure with the green doll.
- 2 Now say *Point to the orange doll.* Say *The orange doll is in the cupboard.* Pupils repeat *Cupboard . . . The cupboard . . . In the cupboard . . . The orange doll is in the cupboard.* Repeat this procedure with the blue doll and the drawer.
- 3 Say *Show me the box/cupboard/drawer/bag/blue doll/brown bear/red doll/yellow bear etc.* Pupils point. Now ask *Where is . . . ?* questions. Pupils reply *The yellow bear is in the drawer* and so on. Let pupils have turns at asking the questions.
- 4 Bring two pupils to the front (e.g. Peter and Mary). Tell one to go under your desk and one to sit on top. Ask *Where is Mary/Peter? (on/under your desk).*
- 5 Give various instructions using *Put.* *Put your hand in your bag. Put your pencil under your book. Put your finger on your head.* Make sure not to use words the pupils do not know. (See Step 12.7 for guidance.)
- 6 Sing *Put your hand on your head* (Step 12).

HANDWRITING BOOK

- 7 Revise the writing of small and capital G, following the procedure for bB, described in Step 8.

ACTIVITY BOOK

- 8 **Join the numbers.** Write various numbers in the range 1-12 on the blackboard. Ask *What is this number?* Practise counting 1-12. Pupils then join the dots in the Activity Book in the correct order, to complete the picture of the school bag.
- 9 **Match.** Write *under* on the board. Ask *What is this word?* Do the same with *on*. Then write up *in*. Say *This is 'in'*. Write *on* next to *in*. Point to each one and say it. The class repeat after you. Then the class say each one as you point. The pupils can now do the exercise in the Activity Book, finding the word on the right that matches the one on the left.

NUMBERS BOOK (OPTIONAL)

- 10 Pupils do the sums using the number line. This time there is only one number line and so they cannot draw the dots or 'hops'. Demonstrate on the board how to do it with a finger. Then do $5 + 2$ with the class. Get them all to put a finger above 5 on the number line and then, together as a class, do two 'hops'. You can work on the board. Say *Five plus two equals?* and get them to read off the answer their finger is on (*seven*). When the pupils have done all six sums, go through each one on the board, using the number line.

STEP 18

NEW LANGUAGE

Understand: *room, key, lock (noun), sitting*

PUPIL'S BOOK



- 1 **Rhyme.** Say the rhyme to the class, miming the actions. Use a real key. Stop after *Open the cupboard door*. Do not let the pupils look in the Pupil's Book yet. Say

the rhyme again, with the pupils miming and repeating each line after you. If necessary, translate *room* and *lock*, but once only and do not ask the pupils to translate them. This time when you say *Open the cupboard door*, mime it very dramatically and pretend to look inside. Look back at the class to show that you can see something interesting inside. Say *Is it a cat? Is it a lion . . . sitting on the floor?* Give a friendly *Miaow!* and ask *What is it?*

- 2 Now play the tape. The pupils look at the pictures and mime the actions.
- 3 Turn this into a game. The class say the whole rhyme with you (without the tape). Pause for a long time after *sitting on the floor* to build up excitement and anticipation; growl or miaow and ask *What is it?*
- 4 Sing *Big alphabet song* (Step 16).

HANDWRITING BOOK

- 5 Put the handwriting grid on the board. Write up the capital letters A-G. For each letter get a pupil to come up and point to the starter dot or dots. Get another pupil to trace over the lines making up the letter, in the correct order. Go over it again for the class to make sure it is clear. Pupils can then do the work in the Handwriting Book.

ACTIVITY BOOK

- 6 **Colour and say.** Pupils colour the pictures according to the labels. Then say *What colour is the cupboard? Show me the bag. Is it blue?*
- 7 **Match.** Pupils find the capital letter that matches each small letter. Go through the answers on the board, writing up the pairs.

NUMBERS BOOK (OPTIONAL)

- 8 Pupils do the sums, using the number line. If necessary, demonstrate, as you did in Step 17.

STEP 19

NEW LANGUAGE

Say: *minus*

Read: – (minus)

Write: *H*

PUPIL'S BOOK



- 1 Revise *happy* and *sad*, using the drawings shown in Step 3 and the game in Step 3.9.
- 2 **Story.** Play the tape of the story or read it aloud yourself. Pupils point to the pictures in sequence. The numbers will help them.
- 3 **Say** *Show me the mouse/Bingo/the jug/the table.* Ask questions: *Where is the mouse/Bingo/the jug? Look at picture 5 – is Bingo a happy cat?*
- 4 Play the tape again. Then get the class to repeat the words after you, pointing to each picture.
- 5 Small groups, pairs or individuals can 'tell' the story to the class.
- 6 Practise the rhyme in Step 18. Sing *Big alphabet song* (Step 16) and *The mouse is on the cat* (Step 14).

HANDWRITING BOOK

- 7 Teach the writing of *H*, following the procedure for *A*, described in Step 4. It is important with *H* to do the three movements in the correct order. Some pupils may try to do the horizontal line second. When this happens, it is hard to get the overall shape right. The two verticals must be done first, as for the big *A*.

ACTIVITY BOOK

- 8 **Missing letters.** Put this on the board:

A _ C D _ F _ H

Point to the first space and ask *What letter is this?* If necessary, practise saying the alphabet. Pupils can now do the exercise in the Activity Book. Go round, helping and checking hand movements. Go through the answers on the blackboard, demonstrating how to write each of the missing letters.

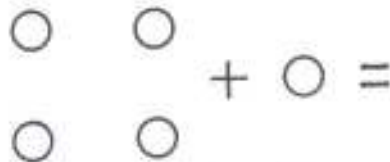
- 9 **Odd one out.** Draw a boat, a ball and a cat on the board. Ask *What is this?* as you point to each one.



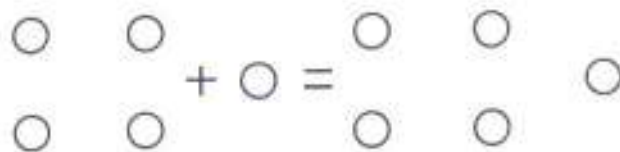
Write up a *b*. Then say 'b' (sound of the letter) for . . . ? The pupils say . . . *boat* and then . . . *ball*. Say 'b' for *cat*? and give the answer yourself . . . *No!* Draw a ring around the picture of the cat. Pupils can now do the exercise in the Activity Book, finding the word with a different initial sound from the other two. Go round, helping. Say 'm' (sound) for . . . Go through the answers orally.

NUMBERS BOOK (OPTIONAL)

- 10 Put four dots on the board. Ask *How many?* Then add a plus sign (+), a single dot and an equals sign (=).



'Read out' *Four plus one equals . . . ?* Then, on the other side of the equals sign, write the four dots, saying *Four* and one more dot as you say *Plus one*. Count up the answer: *five*.



Read out the completed sum: *Four plus one equals five.*

- 11 Clean the board. Write up four dots again. Ask *How many?* Now write a minus sign (-), a single dot and an equals sign.

$$\begin{array}{ccccc} \bigcirc & \bigcirc & & & \\ & & - & \bigcirc & = \\ \bigcirc & \bigcirc & & & \end{array}$$

Say *Four minus one equals* as you point. Then draw four dots on the other side of the equals sign. Say *Four*. Then say *Minus one* and cross a dot out. Put the four dots back again. Say *Look – four minus one* as you again cross a dot out. Then add up the remaining dots to get the answer, *three*. Read out the completed sum.

- 12 Demonstrate again, contrasting the ideas of addition and subtraction. Use books, pencils, pupils and so on.
- 13 Write up the sum you demonstrated at the beginning. Read it out and, over to the right, write 3.

$$\begin{array}{ccccccc} \bigcirc & \bigcirc & & & \bigcirc & \cancel{\bigcirc} & \\ & & - & \bigcirc & = & & 3 \\ \bigcirc & \bigcirc & & & \bigcirc & \bigcirc & \end{array}$$

The pupils now practise saying the sum after you and pointing in the Numbers Book.

- 14 Pupils do the other sums in the Numbers Book, crossing out dots and writing in the correct figure. Go round helping.

STEP 20

NEW LANGUAGE

Understand: *chasing*

Write: *I*

PUPIL'S BOOK



- Song.** Pupils look at the pictures. Say *Show me the cupboard/the mouse and so on*. Ask *What colour is . . . ? Is it a big table/cupboard? Where is . . . ?*
- Play the tape. Demonstrate *chasing*. If necessary, translate once. *Chasing* is not an important word for the pupils to learn.
- Pupils say the words after you. Play the tape again. This time the pupils join in. Try it with the girls asking the question in the first two lines and the boys singing the answer *Under a table in my house*. Everybody sings the last three lines.
- Ask pupils to 'tell' the story in Step 19. Sing *Put your hand on your head* (Step 12). Invent new instructions:
Put your finger on your book
Put your hand on your chair
Put your pencil on your head
Put your book on your leg.

HANDWRITING BOOK

- Teach the writing of *I*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- Match and trace.** Say *Look at number 3*. *Where is the doll? (on a bag)*. Ask questions about the other pictures. Let the pupils ask the questions *Where is . . . ?*
- Write *in* on the board. Ask *What is this word? Say Spell 'in'*. Pupils say *i-n*. Then say *Write 'in'*. Together with the class, write *in* in the air with your finger. Repeat this procedure with *on*. Pupils now work in the Activity Book. Under each picture, they trace over the correct word.

- 8 **Write the small letters.** Beside each capital letter, the pupils write the equivalent small letter. Check recognition of the big letters before the pupils begin. Say *Show me S/X/D/T/A/L*. Go through the answers, demonstrating on the board.

NUMBERS BOOK (OPTIONAL)

- 9 Write this sum on the board:

$$4 + 2 =$$

Then, on the other side of the quotation, put four dots. Say *Four*. Write two more dots as you say *Plus two*. Add up all the dots and say *Six*. Write 6 on the right-hand side of the sum. Read out the completed sum.

$$4 + 2 = \begin{array}{ccc} \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \bigcirc \end{array} 6$$

- 10 Follow the same procedure, but this time with 4-2.

$$4 - 2 = \begin{array}{ccc} \bigcirc & \bigcirc & \\ \bigcirc & \bigcirc & \end{array} 2$$

Read out the completed sum. Get the pupils to say it as you point.

- 11 Pupils do the sums in the Numbers Book. Go through the answers on the board.

STEP 21

NEW LANGUAGE

Write: *car*

PUPIL'S BOOK

- Using different classroom objects or things you have brought to school, revise *in*, *on* and *under*. Ask *Where is the book/bag/ball/doll/pencil?* and so on. Give instructions: *Put the book in the drawer/under the desk/on the chair*. Let some of the pupils ask questions or give the instructions.
- Game.** Say *Look at number 5. Where is the ball?* The pupils answer *Under the cupboard*. Ask *What colour is the ball?* Repeat this with other pictures to revise *yellow*, *red*, *blue* and *green* and practise *in*, *on*, *under*.
- Call a pupil to the front. Whisper in the pupil's ear a number from 1 to 12. Tell the class that the pupil is thinking of one of the balls and that you are going to find out which one. (You will need to explain this in the pupils' own language.) Ask questions. Start with colour – *Is it a red ball?* The pupil can only answer *yes* or *no*. When you have established the colour, ask about location – *Is it in the cupboard?* It will then be possible to work out the number and say *Is it number ...?* Do one more example, with you asking the questions. Then the pupils take over the questioning.
- Sing *Where is little Bingo?* (Step 20) and say the rhyme in Step 18.

HANDWRITING BOOK

- 5 Revise the writing of capital and small *H*. Follow the procedure for *bB* in Step 8. Small *h* is written with a single movement. Capital *H* is written with three movements.

ACTIVITY BOOK

- 6 **Match.** Write *boat* on the board. Ask *What is this word?* Do the same with *ball*. Write *boats* on the board and ask *What is this word?* Rub out the *s* and ask the question again. Say *Spell 'boat'* and *Spell 'boats'*. Repeat with *ball* and *balls*. Pupils can now do the exercise in the Activity Book.
- 7 **Write and colour.** Write *a red car* on the board. Say *Read this*. Say *Spell 'red'*. *Spell 'car'*. Say *Write 'a red car'*. Then say each letter aloud and, together with the class, write the words with your finger in the air. Pupils can now write in the Activity Book. They can copy the spelling from the label beside the picture. When they have finished, they should colour the car.

NUMBERS BOOK (OPTIONAL)

- 8 Pupils practise reading out each of the sums. They then trace over them carefully as you go round helping with the hand movements. When they have finished, write some minus sums on the board for the pupils to read out and practise their English.

$$8 - 3 = 5$$

$$12 - 4 = 8$$

$$9 - 7 = 2$$

STEP 22

NEW LANGUAGE

Read: *box, cupboard, table, bag, chair*
Write: *J*

PUPIL'S BOOK

- 1 Say *Show me a bag / a box / a table / a chair / a cupboard*. Ask *What is this?* as you point to a table, a chair and so on.
- 2 **Read.** Pupils open their books. Write *a table* on the board. Say *Read this* or *What is this?* Pupils compare the word on the board with the words in the book. Then, by looking at the picture beside the word, they

work out the answer. This encourages them to look carefully at the letters and the word shapes.

- 3 Continue with the other words. Then pupils close their books. Write words on the board and ask *What is this word?* or say *Read this*.
- 4 Write words on the board. Say *Show me*. Pupils point to or touch the object.
- 5 Pupils open their books. Say *Spell 'a chair'*. A pupil say *c-h-a-i-r*. Let members of the class call out the words: *Spell . . .* Someone else spells it. The rest of the class check. This should be done with books open. Do not expect pupils to learn the spellings.
- 6 Sing *The name song* (Step 4). Choose names from the class and write them on the board with a big letter at the beginning.

HANDWRITING BOOK

- 7 Teach the writing of capital *J*, following the procedure for *A*, described in Step 4. Capital *J* is the same as small *j*, except that it is bigger and there is not a dot over it.

ACTIVITY BOOK

- 8 **Odd one out.** Pupils put a ring around the letter which is different and then write it on the grid. Go through the answers on the board.
- 9 **Match.** Revise the reading of the new words, *cupboard, bag, box, chair, table*. Ask *What is this word? Is this 'bag'?* Say *Read this*. Pupils then join together the matching words in the Activity Book.

NUMBERS BOOK (OPTIONAL)

- 10 Pupils do the sums. If necessary, revise subtraction, following the approach in Step 20. Go through the answers on the board. Do not hurry. Talk about what you are doing, describing the thought process (in the pupils' own language). *I'm taking three away. So I'll cross out three dots. That leaves one, two . . .* etc. Read out the completed sums in English or ask pupils to do so.

STEP 23

NEW LANGUAGE

PUPIL'S BOOK

- 1 **Picture practice.** This provides an opportunity for revision.

Expressions	Vocabulary	
Where is . . . ? (<i>in, on, under</i>)	bag	floor
Show me . . .	ball	Jack
Point to . . .	bear	jug
What colour is . . . ?	bed	kite
	boat	pencil
	book	plane
	box	robot
	car	shoe
	drawer	table
	elephant	train

- 2 Revise reading *cupboard, table, chair, bag, box*. Write them on the board. Say *What is this word?* Then pupils point to the objects in the picture.
- 3 Sing *Where is little Bingo?* (Step 20) and *Big alphabet song* (Step 16).

HANDWRITING BOOK

- 4 Revise the writing of capital and small *l*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 5 **Match.** Pupils draw lines to connect the big letter in the left-hand column to the equivalent small letter in the middle. The line then continues to the matching big letter on the right.
- 6 **Draw.** Pupils read the labels and draw the pictures.

NUMBERS BOOK (OPTIONAL)

- 7 Pupils do the sums. If necessary, revise the concept of subtraction, following the approach in Step 20. Go through the answers on the board.

STEP 24

NEW LANGUAGE

Say: *hair, ear, eye, mouth, nose*

Write: *K, chair, box*

PUPIL'S BOOK

- 1 Sing *Put your hand on your head* (Step 12).
- 2 Put your hand on your head and say *Look. My hand is on my head. This is my head.* Looking at a pupil, put your hand on his or her head and say *This is your head.* Say *Your head . . . My head*, using gestures to indicate possession.
- 3 Put your finger on your nose. Say *Look. My nose . . . nose . . . nose . . . My nose.* Get the pupils to put their fingers on their noses and say *Nose . . . My nose*, after you.
- 4 Repeat this procedure with *eye* and *ear*. Then say *Show me your ear/your eye/your nose. Put your finger on . . .*
- 5 Put your finger on a pupil's ear. Ask *What is this?* The pupil replies *My ear*. Practise with *eye* and *nose*.
- 6 Sing *Put your hand on your head*, but substitute *finger* and *ear, eye* or *nose*.
- 7 Introduce *hair* and *mouth* in the same way that you introduced *eye, ear* and *nose*.
- 8 Put your finger on different parts of your face. Ask *What is this?* Pupils say *Your mouth* and so on.
- 9 **Look and say.** Call out *hair, ear, mouth* etc. Pupils point to Jack's face. Next tell them to give you the right number. This must be done quickly.

Teacher *Mouth.*

Pupils *Four.*

Teacher *Nose.*

Pupils *Five.*

Now call out the numbers and get the pupils to tell you which part of Jack's face each one is. Again, this activity must be done at speed.

Teacher *Three.*

Pupils *Eye.*

Teacher *One.*

Pupils *Hair.*

HANDWRITING BOOK

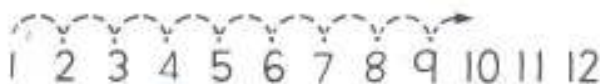
- 10 Teach the writing of capital K, following the procedure for A, described in Step 4.

ACTIVITY BOOK

- 11 **Read and colour.** Pupils colour in the shapes according to the 'key'. When they have finished, say *Look at the big square.* Ask *How many yellow triangles? (Four); How many red triangles? (Two) and How many green triangles? (Two).*
- 12 **Write and colour.** Write *a box* and *a chair* on the board. Point to each and say *Read this. Say Spell 'a chair' / 'a box'.* Practise writing them in the air, with the class. Say *Write 'a box'* and say each letter aloud as you write it with your finger, along with the class. Pupils trace *a chair* in the Activity Book and copy *a box* from the label next to the picture.
- 13 When they have done the writing, pupils colour the pictures. Ask *What colour is your chair?* Pupils reply *My chair is . . .*

NUMBERS BOOK (OPTIONAL)

- 14 This step introduces the use of the number line for subtraction. Write $1-12$ on the board. Then, with the class in chorus, slowly count $1-12$, drawing a 'hop' from each number to the next.



Rub out the 'hops'. Write up the sum $8 + 2 =$. Ask a pupil to come to the front and show you how to use the number line for adding up. The pupils should put a dot over the 8 and then count two 'hops' to the right.



Remind the class that when a sum has *plus*, in it, they must go further along the line to the right. (Explain this in their own language).

- 15 Rub out the 'hops' and write up the sum $8 - 2 =$. Remind the class that *minus* means taking away and so the answer will be smaller than 8. Put a dot over the 8, say *Minus two* and count two hops to the left.



Write up the answer and read out the completed sum: $8 - 2 = 6$.

- 16 Do some more examples, with the pupils helping, as you demonstrate on the board. Then pupils can do the two sums in the Numbers Book. Go through the answers on the board.

STEP 25

NEW LANGUAGE

Say: *clown*

Read: *Co-Co, Zo-Zo, Jo-Jo, Da-Da*

PUPIL'S BOOK

- 1 Revise *nose, hair, ear, eye, mouth*. Say *Point to your nose. Put your finger on your hair* and so on. Point to your own eye and say *What is this?*
- 2 **Game:** Pupils look at the Pupil's Book. Say *Look. Four clowns*. Hold the book up and, pointing to each clown in turn, count *One clown, two clowns* and so on. Say *Look at the names*. Write *Co-Co* on the board and say *Co-Co* as you point to it. Then say *Show me Co-Co* and get pupils to point to the picture in the book. Say *Co-Co is a clown . . . Clown . . . A clown*. Pupils repeat *Clown . . . A clown* after you. Then they should repeat *Co-Co is a clown* after you.

Say again *Point to Co-Co*. Rub it off the board and say *Spell 'Co-Co'*. The pupils look at the book to do this.

- 3 Continue introducing each of the clowns and practise saying, reading and spelling their names.
- 4 Now say *My clown is Do-Do*. Look at *Do-Do*. *Do-Do has blue hair*. *Do-Do has a red nose*. Then say *Show me your clown* and get pupils to choose a clown and describe his or her face (Jo-Jo and Zo-Zo are girls). Do not worry too much about correcting mistakes, particularly over articles and countable/uncountable nouns. The important thing is to practise parts of the face and sentences using *has*.
- 5 Now explain to the class that you are going to play a game. Tell them that you are thinking of one of the clowns and that they must guess which one. (All this will be explained in the pupils' own language.) Make up a sentence such as the one in the book: *My clown has an orange nose and a red mouth (Zo-Zo)*. The class say *Is it . . . ?* Pupils then choose clowns and make up sentences about them *My clown has . . .* The rest of the class try to guess which clown has been chosen.
- 6 Practise the rhyme in Step 18.
- 7 Sing *Big alphabet song* (Step 16).

HANDWRITING BOOK

- 8 Revise the writing of capital and small J. Follow the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 9 **Colour and say.** Pupils colour the picture, according to the 'key' at the side. When they have finished, ask pupils to make up sentences such as *My clown has a yellow hat*. *My clown has green eyes*.
- 10 **Missing letters.** Pupils write in the missing letters (G, J, K). Go through the answers on the board, demonstrating the correct hand movements.

NUMBERS BOOK (OPTIONAL)

- 11 Pupils draw in the 'hops' to the left for taking away and write in the answers on the grid on the right. Go through the answers on the board and practise reading out the finished sums in English.

STEP 26

NEW LANGUAGE

Understand: *funny*

Say: *paint*

Write: *L, cupboard, table*

PUPIL'S BOOK



- 1 Explain to the class (in their own language) that they are going to be clowns. Say *Paint your nose* and mime what you want. Translate *paint*, if necessary. Then say *Paint your mouth*. Pupils mime the actions. Get them to repeat the sentences after you. Then the class say the correct sentence as you point to a part of your face. If you point to your mouth, they say *Paint your mouth*.
- 2 Call a pupil to the front (e.g. John). Say *Look. John is a clown. John has a blue nose. John has green hair. John has a funny face*. Translate *funny face*. The class repeat *Funny . . . A funny face* after you.
- 3 **Song.** Play the tape of the song. Pupils look at the pictures and perform the actions. Play the tape again several times, getting the pupils to do the actions and sing the three-line chorus. Then get them to sing the whole song.
- 4 Pupils can take turns to give instructions to the rest of the class, saying *Paint your nose*, etc.
- 5 Give an instruction to the class, such as *Paint your hair*. Then ask individuals *What colour is your hair?* Encourage the use of *my*: *My hair is green*, for example.

HANDWRITING BOOK

- 6 Teach the writing of capital *L*, following the procedure for *A*, described in Step 4. Capital *L* is written with a single hand movement, with a momentary pause at the end of the down stroke to get a sharp angle, rather than a curve.

ACTIVITY BOOK

- 7 **Read and colour.** Write *cupboard* on the board. ask *What is this word?* Write up *chair* and *bag* and revise recognition of these words too. Make sure that pupils know what the words mean. Say *Show me a cupboard. Put this pencil on a chair* and so on. Pupils can now do the exercise in the Activity Book, colouring the picture in accordance with the descriptions given at the side.
- 8 **Write and colour.** Pupils trace *cupboard* and write *table* with the label under the picture to help them. When they have finished, say *Spell 'table'* and write it up on the board as someone reads out the letters. Get pupils to come to the front and trace over the letters with a finger, showing the hand movements. Say *Write 'table'* and write it in the air with your finger, along with the whole class. Describe what you are doing. Repeat this procedure with *cupboard*.

NUMBERS BOOK (OPTIONAL)

- 9 Pupils draw 'hops' to the left for taking away and write in the answers on the grid on the right. Go through the answers when the pupils have finished. Practise reading out the completed sums in English.

STEP 27

NEW LANGUAGE

Say: *I can clap, sing, run, hop, dance, jump*

PUPIL'S BOOK



- 1 Write *book* on the board. Read out the letters carefully: *b-o-o-k*. Pause for thought and say *book* as if you have worked it out. Say *I can read 'book'*. Carefully write *b* and say *Look. I can write 'b'*. Write *ook* and then say *I can write 'book'*.
- 2 Clear your throat and look nervous. Sing a little tune. Then look pleased and say *I can sing*. The class repeat after you *I can read, I can write* and *I can sing*. They should mime each action after they say it.
- 3 Clap your hands. Say *Clap* and then *I can clap*. The class repeat after you *Clap . . . I can clap*. They clap.
- 4 **Look and say.** Now play the tape and get the pupils to point to each picture in turn. Call out *run, clap, jump* and so on and see if they can point to the correct picture. Play the tape again, and again call out words.
- 5 When the pupils are reasonably confident at identifying the pictures, go through each picture, reading out the sentence and getting the class to say it after you. Call out the numbers to make sure that pupils are looking at the right pictures.
- 6 Call out a number. The pupils tell you what the person in the picture is saying. Explain this in the pupils' own language, because it is important that they understand that the words are not a description of the picture (which would be in the third person) but the words that Jack or Sue are saying: *I can . . .*
- 7 Get pupils to come to the front and perform an action and then say what they can do. In addition to *sing, clap, run, hop, dance, jump*, pupils can *write, read, put* (something somewhere), *paint, point to, look at*. You could give these suggestions.
- 8 Sing *Funny face* (Step 26).
- 9 Play the game in Step 21.

HANDWRITING BOOK

- 10 Revise the writing of capital and small *K*, following the procedure for *bB*, described in Step 8. Big *K* and small *k* both consist of three separate hand movements.

ACTIVITY BOOK

- 11 **Write the capital letters.** Pupils write the capital letter equivalent of each of the small letters given. Go through the answers on the board, demonstrating the hand movements.
- 12 **Draw.** Revise reading *book*, *table*, *kite* and *bag*. Write them on the board. Say *Show me 'bag'*. Then ask *What is this word?* as you point to one of them. Revise *in/on* by giving various instructions: *Put your book in your desk/on your desk*. Write *in* and *on* on the board and check recognition. Say *Spell 'in'*. Pupils are now ready for the work in the Activity Book, drawing the pictures in accordance with the words in each box.

NUMBERS BOOK (OPTIONAL)

- 13 Pupils use the number line to work out the sums. This time there is only one number line and so they cannot draw the dot and the 'hops'. Demonstrate on the board how to do this with a finger. Go through the answers on the board, demonstrating how to use the number line, how to write the numbers, and finally reading out the completed sum in English.

STEP 28

NEW LANGUAGE

Understand: *me, new*

Write: *M*

PUPIL'S BOOK



- 1 Say *Look. I can hop* and use your hand to mime bouncing up and down on one finger (see Pupil's Book). Then say *Look. I can run* and let your fingers 'run' across the table. Do the same with *jump* and *dance*.
- 2 Call out either *hop*, *jump*, *dance* or *run*. Pupils do the appropriate hand action. Call out the names of individual pupils to do a hand mime and then say *I can...*
- 3 **Song.** Play the tape. Pupils listen and perform the actions. Translate *new*. Point to your feet and say *shoes*. (They have met *shoe* in *Get Ready!*.)
- 4 Pupils practise saying the chorus after you.
Red, black, orange and blue.
Look at me in my new shoes.
- 5 Play the tape. Pupils do the actions and sing the chorus. Then try singing the whole song. You can divide the class into sections with a verse each.
- 6 Sing *The mouse is on the cat* (Step 14).

HANDWRITING BOOK

- 7 Teach the writing of *M*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 8 **Join the letters.** Practise reciting the alphabet. Sing *Big alphabet song* (Step 16). Pupils now connect the letters in the correct order to complete the picture of a chair.
- 9 **Missing letters.** Pupils write in the missing letters (*I, L, M*). Go through the answers on the board, demonstrating the correct hand movements.

NUMBERS BOOK (OPTIONAL)

- 10 Pupils do the sums using the number line. Follow the procedure described in Step 27. Remind them that for addition they must 'hop' to the right.

STEP 29

NEW LANGUAGE

Read: *I can run, jump, sing, clap*

PUPIL'S BOOK

- 1 Write *I can* on the board. Point to it. Say *I can*. The class say it after you.
- 2 **Read.** Pupils open their books. Write *I can jump* on the board. Read out *I can . . .* Point to *jump* and ask *What is this word?* Pupils look at their books and try to work it out. This encourages them to look at the letters and word shapes and, with the help of the picture, guess the word. Repeat this procedure with *I can run*.
- 3 Say *Point to 'I can run/jump'* Say *Spell 'I can run/jump'* (pupils read out the letters).
- 4 Introduce *I can sing/clap* as you did *jump* and *run*. Finally, write up different sentences on the board and see if pupils can read them without looking at their books. This lesson is a fairly big step forward in reading. Do not be disappointed if some pupils find it difficult at first.
- 5 Sing *My new shoes* (Step 28).

HANDWRITING BOOK

- 6 Revise the writing of capital and little *L*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 7 **Match.** Write *jump, clap, sing, run* on the board. Say *Show me 'jump/clap'* etc. Then write up individual words and ask *What is this word?* Call individual pupils to the front. Say *Clap! Run!* and get them to do the actions. Pupils can now do the matching exercise in the Activity Book.
- 8 **Colour and say.** Pupils colour in the clowns' hats according to the 'key' at the bottom of the page.

NUMBERS BOOK (OPTIONAL)

- 9 This step mixes together plus and minus sums, using a number line. If necessary, revise the number line on the blackboard, making sure pupils know which directions to move in for adding up and taking away. Go through the answers on the board when they have finished. Pupils read out the completed sums in English.

STEP 30

NEW LANGUAGE

Say: *I can see*

Write: *N, I can sing, clap*

PUPIL'S BOOK

- 1 **Picture practice.** This provides an opportunity for revision.

Expressions

How many . . .

Point to . . .

Show me a . . .

What colour is . . . ?

Vocabulary

bear

bird

boat

elephant

house

insect

lion

monkey

mouse

plane

tree

- 2 Next, introduce the expression *I can see*. Look at the picture. Say *I can see five monkeys*. Look out of the window. Give the impression that you are trying to see something a long way away. Say *I can see . . . a house*. *I can see . . . a cat*. Hold up different objects and get the pupils to say after you *I can see a book/a bag* and so on.
- 3 Pupils now make up sentences about the picture: *I can see a blue boat*. *I can see ten insects*. *I can see a big bird*.
- 4 Practise the rhyme in Step 18. Sing *Funny face* (Step 26).

HANDWRITING BOOK

- 5 Teach the writing of capital *N*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 6 **Write and colour.** Revise reading *I can run/jump/sing/clap*. Write them on the board. Say *Show me the word 'jump'*. Read this. Pupils then trace the two sentences in the Activity Book and colour the pictures.
- 7 **Match.** Pupils match the words and pictures. Write the words on the board. Ask *What is this word?* Then say *Spell 'monkey/lion'* etc. Pupils read out the letters.

NUMBERS BOOK (OPTIONAL)

- 8 Follow the procedure described in Step 29.

STEP 31

NEW LANGUAGE

Say: *Co-Co can play, guitar, drum*

PUPIL'S BOOK



- 1 **Story.** Play the tape of the story or read it aloud yourself. Pupils point to the pictures. The numbers will help them. Say *Show me Co-Co/Zo-Zo/Do-Do/Jo-Jo*. Pupils can look back to Step 25 if they want to.
- 2 Say *Look at picture 2. Look at Zo-Zo. Zo-Zo has a guitar. Show me the guitar*. Then get the class to repeat *guitar* after you. Now mime playing the guitar and say *I can play the guitar*. The class should say after you *Guitar . . . Play the guitar . . . I can play the guitar*. They should mime as they say *I can play . . .* Now say *Look at picture 2. Zo-Zo can play the guitar*. Get the class to repeat after you *Guitar . . . Play the guitar . . . Zo-Zo can play the guitar*.
- 3 Introduce *play the drum* in the same way as *play the guitar*.
- 4 Play the tape again. Ask questions. *What colour is Co-Co's hair? What colour are Jo-Jo's shoes? Show me the drum. Look at picture 1 – is Co-Co a happy clown? Look at picture 5 – is Co-Co a happy clown?*
- 5 Play the tape again. Then the pupils can repeat the words after you, pointing to each picture.
- 6 Small groups or individuals can 'tell' the story to the class. Another four children can act it out.
- 7 Sing *Funny face* (Step 26) and play the game in Step 25.

HANDWRITING BOOK

- 8 Revise the writing of capital and small *M*, following the procedure for *bB*, described in Step 8. Capital *M* is done with two hand movements, but small *m* is done with one hand movement.



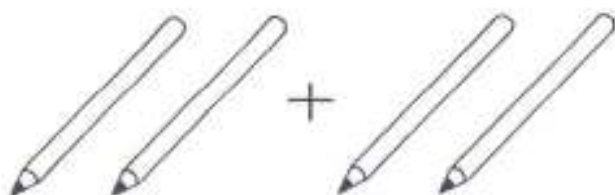
This means that for the small *m* the pencil goes over part of the first two vertical lines twice.

ACTIVITY BOOK

- 9 **Missing numbers.** Write 1-12 on the board. Practise counting. Do it first of all with the whole class in chorus, as you point to each number. Then ask individuals to come to the front and count 1-12. Say *Show me 7/8/11/4* and so on. Pupils write in the missing numbers in the Activity Book. Go through the answers on the board, demonstrating the writing of the numbers (7, 10, 12).
- 10 **Odd one out.** Follow the procedure described in Step 19.9.

NUMBERS BOOK (OPTIONAL)

- 11 This step introduces the idea of adding three numbers. Draw two pencils on the board. Ask *How many pencils?* Draw a plus sign (+) and two more pencils.



Say *Two plus two*. Then draw two more pencils and an equals sign (=).



Say *Two plus two plus two equals ... ?* Count up all the pencils: *One-two-three-four-five-six*. Now give the answer *Two plus two plus two equals six*. Do the same sum, adding together six pupils. Call two to the front. Ask *How many boys?* Bring two more to the front and say *Two plus two*. Then bring another two to the front and say *Two plus two plus two equals ... ?* and let the class add them up and give the answer. On the board do lots of examples with dots. The pupils can then do the exercise in the Numbers Book. Go through the answers on the board and count up the dots on the right-hand side.

STEP 32

NEW LANGUAGE

Write: *jump, run*

PUPIL'S BOOK



- 1 Mime playing a guitar. Ask *What is this?* The class say *A guitar*. Say *Yes, I can play the guitar*. Now say *I can ... ?* as you clap. The class say *Clap*. Say *Yes, I can clap*. Continue like this, revising *I can play the drum*, and *I can sing*.
- 2 **Song.** Play the tape. Pupils listen and perform the actions. This is a simple song which the pupils will easily learn. Divide the class into three groups. Each group does a verse and mimes the actions. Everybody sings the chorus, *Dance, Co-Co, dance!* Swap the groups around.
- 3 Sing *My new shoes* (Step 28).

- 4 Practise reading. Write words on the board and ask *What is this word?* or say *Read this*. Pupils should be able to read the following.

box	bear	black	in
cupboard	monkey	brown	on
table	lion	white	under
chair	elephant	green	I can
bag	plane	yellow	run
car	train	red	jump
boat	book	blue	clap
kite	doll	orange	sing
ball	a/an		

Write up phrases as well as single words: *a blue boat, a book in a box, I can sing*. Some pupils may find this difficult. Be very encouraging and do not continue this activity for too long.

HANDWRITING BOOK

- 5 Revise the writing of capital and small *N*, following the procedure for *bB*, described in Step 8. Capital *N* is written with two hand movements. Small *n* is written with one movement. This means that for small *n*, the pencil goes over the first vertical twice, just as it does for small *m*.

ACTIVITY BOOK

- 6 **Draw.** Pupils can practise a little more reading, recognizing the words listed in 4, above. Write up phrases using *under*, *on* and *in*: *a train in a bag, a doll under a chair*. Pupils read the words in the Activity Book and draw the pictures.
- 7 **Write and colour.** Write *I can jump* and *I can run* on the board. Say *Read this*. Get some pupils to perform the actions and say *I can . . .*. Pupils can now trace over the words in the Activity Book.

NUMBERS BOOK (OPTIONAL)

- 8 Write $2 + 2 + 2 =$ on the board. Read it out and, as you say each number, write up two dots. Add up all the dots 1-2-3-4-5-6 and say $2 + 2 + 2 = 6$ as you write up 6. Pupils do the sums in the Numbers Book. Go through the answers on the board.

STEP 33

NEW LANGUAGE

Write: *bag*

PUPIL'S BOOK

- Revise the numbers 1-12. Write them on the board and ask individual pupils to read them out in sequence. Point to individual numbers and ask *What is this number?* Clean the board and write up separate numbers and ask the same question.
- Give pupils different numbers of books, pencils, bags, and ask *How many books/pencils/bags?*
- Game.** Start by asking *How many pencils (12)/guitars (9)/drums (7)/apples (11)?* Then move on to *How many green drums (5)/yellow pencils (4)/red apples (10)?* and so on. Mix questions together, with and without adjectives. Let pupils ask the questions.
- Play the game in Step 21. Begin by saying *Look at picture 11. Where is the yellow ball?* Then go on to the guessing game (see Teaching notes for Step 21).
- Sing *Red guitar* (Step 32).

HANDWRITING BOOK

- 6 This step revises writing *H, I, J, K, L, M, N*. With the class, practise writing each letter in the air. Go round helping as pupils do the exercise in the Handwriting Book. If necessary, demonstrate any letters causing difficulty before pupils go on to the row of copying. This demonstration will also provide a break from the concentrated writing practice.

ACTIVITY BOOK

- 7 **Match.** Pupils draw lines to connect the words and pictures. When they have finished, call out the words on the left and get pupils to point to the correct picture.

- 8 **Write and colour.** Write *bag* on the board, ask *What is this word? Say Spell 'bag'.* Pupils write a *green bag* and colour the picture. They can copy the spelling from the label beside the picture.

NUMBERS BOOK (OPTIONAL)

- 9 Follow the procedure given in Step 32.

STEP 34

NEW LANGUAGE

Read: 13, 14, 15, 16

Write: 0, 13,

PUPIL'S BOOK

- 1 **Numbers.** Bring twelve pupils to the front and stand them in a row. Count them: 1-2-3-4-5-6-7-8-9-10-11-12. Then get the class to count as you point. Add two more pupils to the line. Count again, adding *thirteen*, *fourteen*. Point to the thirteenth pupil and say *Thirteen* several times. The class repeat after you. Do the same with *fourteen*. (With a small class use objects instead of pupils. For example, apples, book, toys, boxes. You can draw them on the board, but real objects are better.)
- 2 Call another group of twelve pupils to the front and stand them in a row. Again count to twelve. Add two more and count to fourteen. Then add two more and count 1-16. Point to the fifteenth and get the class to repeat *Fifteen* after you. Do the same with *sixteen*.
- 3 Write 1-12 on the board. Count them aloud, pointing to each number. Then say 13, 14, 15, 16 as you write each one up.
- 4 Point to 10 and say *Ten*. Point to the first 1 in 11 and say *Ten* and then *Plus one* as you point to the second 1. Do the same for 12

(*Plus two*), 13 (*Plus three*) and so on. This shows how the numbers are made up of two parts. Some pupils will see this; others will not. Do not spend a long time explaining it. Pupils will understand for themselves when they are ready.

- 5 Get pupils to count aloud, pointing to the numbers in their books. Call out numbers for pupils to point to. Do this fairly quickly. Walk around the class during this activity to see how pupils are getting on.
- 6 Practise saying 13, 14, 15, 16. Write each one on the board and get the class to say it in chorus. Write all four numbers on the board and get the class to recite 13-16 in chorus.
- 7 Play the game, calling out numbers for pupils to point to in the Pupil's Book, but let different pupils call out the numbers. Try it with four pupils at the front (e.g. Mary, Susan, John and Peter). Call out a name. That pupil then calls out a number for the class to point to.

Teacher *John!*

John *Fourteen.* (Class points)

Teacher *Mary!*

Mary *Six.* (Class points)

Teacher *Susan!*

Susan *Fifteen.* (Class points)

- 8 Sing *Where is little Bingo?* (Step 20).

HANDWRITING BOOK

- 9 Teach the writing of big *O*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 10 **Join the numbers.** Recite numbers 1-16. Write up numbers for pupils to recognize. Ask *What is this number?* Pupils join the numbers in the correct order.
- 11 **Find the letters.** Put the handwriting grid on the board. Explain to the pupils that you are going to call out letters. Pupils will come to the front and write them. The class have to recognize the word. Call out *l*. Then *i*, *o* and *n*. Ask *What is this word?* Do the same with *book* and *doll*. Pupils now trace the words in the Activity Book, choosing the letters to put in the spaces.

NUMBERS BOOK (OPTIONAL)

- 12 Put the handwriting grid on the board. Teach the writing of 13. Follow the procedure for A, described in Step 4. This number is written with two hand movements. The two figures must be close enough to belong together, but they should not touch.

STEP 35

NEW LANGUAGE

Say: sheep, horse, hen, cow, goat

Write: 14, P

PUPIL'S BOOK

- 1 **Look and say.** Point to each picture in turn and get the class to repeat after you. *Sheep . . . A sheep.* Repeat each one several times.
- 2 **Say** *Point to / Show me a hen / goat* and so on. Ask *What colour is . . . ? Is it a brown goat? Is it a small horse?*
- 3 Make noises for the animals and ask *What is this?* This is also a preparation for the next step, so use the same noises that occur in the song.
- cow: maa-maa
sheep: baa-baa
hen: cluck-cluck
goat: maa-maa
horse: neigh-neigh
- 4 Let pupils make the noises and ask *What is this?*
- 5 Call out letters for the pupils to write down. They have to tell you what the word is. Do some short words, such as *bear* or *doll*. Then try a long word like *elephant* or *monkey*.
- 6 Sing *The mouse is on the cat* (Step 14) and *Read it, write it* (Step 8).

HANDWRITING BOOK

- 7 Teach the writing of capital P, following the procedure for A, described in Step 4.

ACTIVITY BOOK

- 8 **Missing numbers.** Pupils write in the missing numbers. Go through the answers on the board.
- 9 **Colour and say.** Pupils colour the toy animals and tree according to the 'key' at the bottom of the page. Ask *What is number 4?*

NUMBERS BOOK (OPTIONAL)

- 10 Teach the writing of 14, following the procedure for A, described in Step 4.

STEP 36

NEW LANGUAGE

Understand: bedroom

Say: farm

PUPIL'S BOOK



- 1 Show pupils Step 37 in the Pupil's Book and say *Look. This is a farm.* Pupils repeat after you *Farm . . . A farm.*
- 2 **Song.** Explain in the pupils' own language that they are going to learn a song about a toy farm with toy animals. Read the first two lines of the song to them. Translate *bedroom*.
- 3 **Say** *Show me the sheep, horse* etc. Make animal noises and ask *What is this?* Play the tape of the first verse (remember to put the tape counter on 000 so that you can find the beginning again). Get the class to say the words of the first verse after you. Play the tape again and try singing along with it. Try singing without the tape.

- 4 This is quite a difficult song. Each verse introduces a new animal. But it is also a cumulative song which means that to get the animals in the right order, the pupils have to 'read' back up the page. For example, verse 4 introduces the horse and so the middle of verse 4 goes:

*A-neigh-neigh-neigh goes my horse.
A-cluck-cluck-cluck goes my hen.
A-baa-baa-baa goes my sheep.
A-moo-moo-moo goes my cow.*

If pupils get too confused, you can teach them a simplified version of the song. This has just one animal in each verse and is not cumulative. So the middle of verse 4 would be:

*Listen to my horse.
A-neigh-neigh-neigh goes my horse.
Listen to my little farm.
Listen to my farm.*

- 5 Play the game in Step 33.
6 Sing *Red guitar* (Step 32).

HANDWRITING BOOK

- 7 Revise the writing of capital and small *O*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 8 **Match.** Pupils circle the letters that are the same as the one in the box on the left.
9 **Write the capital letters.** Pupils write the capital letter equivalents of the small letters. Go through the answers on the board, demonstrating the writing of the letters.

NUMBERS BOOK (OPTIONAL)

- 10 Practise counting *1-16*. Write individual numbers from *10-16* on the board and ask *What is this number?* Pupils do the exercise in the Numbers Book, filling in the correct number of circles to match the figures.

STEP 37

NEW LANGUAGE

Write: *Q, I5, Ann*

PUPIL'S BOOK

- 1 **Picture practice.** Say *I can see a brown goat*. Encourage pupils to make up sentences with *I can see . . .* This revises vocabulary.
- | | | |
|--------------|-------------|--------------|
| <i>apple</i> | <i>cow</i> | <i>hen</i> |
| <i>ball</i> | <i>dog</i> | <i>horse</i> |
| <i>bike</i> | <i>door</i> | <i>house</i> |
| <i>bird</i> | <i>drum</i> | <i>mouse</i> |
| <i>boy</i> | <i>girl</i> | <i>nest</i> |
| <i>cat</i> | <i>goat</i> | <i>sheep</i> |
| | | <i>tree</i> |
- 2 Ask questions: *How many black and white cows? What colour is the bike? Say Point to a black cat.*
- 3 Play the tape of the story of Co-Co's friends (Step 31). Call out the names of the clowns. Pupils say what each one can do.
Teacher *Zo-Zo.*
Pupil *Zo-Zo can play the guitar.*
Teacher *Do-Do.*
Pupil *Do-Do can play the drum.*
The first time you say *Co-Co*, provide the answer yourself: *Co-Co can dance.*
- 4 Call individual pupils to the front and whisper in their ear an action to perform.
- | | | |
|--------------|--------------|------------------------|
| <i>hop</i> | <i>clap</i> | <i>play the drum</i> |
| <i>run</i> | <i>sing</i> | <i>play the guitar</i> |
| <i>jump</i> | <i>read</i> | <i>paint</i> |
| <i>write</i> | <i>dance</i> | |
- The other pupils describe what the pupil (e.g. Mary) can do. *Mary can dance.* This revises the third person with *can*.
- 5 Sing *Funny face* (Step 26).

HANDWRITING BOOK

- 6 Teach the writing of capital *Q*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 7 **Write and colour.** Pupils trace the words and complete the sentences by copying in the word that is under the picture. Ask pupils to read out the completed sentences. Say *Spell 'jump/run'.*
- 8 **Match.** Pupils find the two words that have an initial sound that matches the letter in the middle of the box. Go through the answers, sounding out the letters. 'g' (sound) for . . .

NUMBERS BOOK (OPTIONAL)

- 9 Teach the writing of 15. Follow the procedure for A, described in Step 4. The figure 5 is written with two hand movements.

STEP 38

NEW LANGUAGE

Read: *I have a cow, sheep, hen, goat*
Write: 16

PUPIL'S BOOK

- 1 Write *I have* on the board. Point to it and say *I have . . .* Pick up a pencil and complete the sentence: *I have a pencil.* Hold up a book and say *I have a book,* pointing to the words *I have* on the board as you say them.
- 2 **Read.** Pupils open their books. Write *I have a goat* on the board. Read out *I have . . .* Point to *a goat* and ask *What is this word?* Pupils look at their books and try to work it out. This encourages them to look at the letters and word shapes. Repeat this procedure, substituting *cow, hen* and *sheep* for *goat* in the sentence on the board.
- 3 Say *Spell 'hen'.* Pupils find the sentence in their book and read out the letters in *hen.* Repeat this with *I have, cow, goat* and *sheep.*

- 4 Pupils close their books. Write sentences on the board for pupils to read. *I have a . . .* Start with animals they have just learned. Go on to revise *elephant, lion, bear, monkey.* Revise reading *I can jump/run/sing/clap.* After a pupil reads one of these sentences, say *Show me!* and get the pupil to perform the action.
- 5 Sing *My farm* (Step 36).

HANDWRITING BOOK

- 6 Revise the writing of small and capital P, following the procedure for *bB*, described in Step 8. Capital P is written with two hand movements, but small p is written with one hand movement. This means that when writing small p the pencil goes over the vertical twice.

ACTIVITY BOOK

- 7 **Match.** Pupils match the words to the pictures. When they have finished, play a game. Call out *Read 'lion'* and the pupils point to the word. Call out *Show me a lion* and they point to the picture. This has to be done quickly to be fun.
- 8 **Missing letters.** Pupils write in the missing letters (N, P, Q). Go through the answers on the board, demonstrating the correct hand movements.

NUMBERS BOOK (OPTIONAL)

- 9 Teach the writing of 16, following the procedure for A, described in Step 4.

STEP 39

NEW LANGUAGE

Understand: *baby*

Say: *family, mother, father, brother, sister*

Write: *R, I have*

PUPIL'S BOOK



- 1 **Story.** Explain to the class in their own language that the story is about Ann and her family. Translate *family*. Play the tape. Pupils point to the pictures. Say *Show me Ann. Point to Jack.* Say *Yes. Jack is Ann's brother.* Get the class to say *brother* after you. Say *Point to Sue* and introduce the word *sister* in the same way.
- 2 Play the tape again. Pupils point to the pictures. Say *Show me Ann. Show me Ann's mother. . . Mother. Show me Ann's brother. Show me Ann's father.* Get the pupils to practise saying *mother* and *father* after you.
- 3 Say *Show me Jenny. Jenny is little. Jenny is a baby.* Translate *baby*. Ask *Is Jenny a happy girl/baby?*
- 4 Read out the words that Ann says (i.e. leave out the words in *italic*). Then get the class to say them after you, pointing to the pictures. Do this several times.
- 5 Now tell the boys that they must listen and try to learn the words said by the father, and by Jack. The girls must learn mother's words and the words said by Sue. Play the tape.
- 6 Bring five pupils to the front. Stand them in a row. Say *mother – father – Jack – Sue – baby Jenny* as you allocate parts. Together with the class, say Ann's words. The children at the front say the words of each member of the family.
- 7 Practise reading. Write these sentences on the board.
I have a cupboard.
I have a box.
I can run.

- 8 Sing *My new shoes* (Step 28) and *My farm* (Step 36).

HANDWRITING BOOK

- 9 Teach the writing of *R*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 10 **Write and colour.** Pupils trace *I have a ball*. In the second speech bubble they write *I have a doll*. The spelling of these words is copied from the label under the picture of the doll and the sentence they have just traced. Go round helping. This is a demanding exercise. Be very positive and encouraging. Remember that hand movements are more important than the end result. When they have finished, pupils colour the pictures. Ask *What colour is your doll?* Pupils answer *My doll is . . . or I have a red doll*.
- 11 **Match.** Pupils put circles around the letters that match the one on the left.

NUMBERS BOOK (OPTIONAL)

- 12 Pupils count up the objects and write the correct numbers. Go round and help with the adding up and then the writing. (15 dolls, 9 boats, 10 cars, 16 pencils, 13 balls, 14 boxes)

STEP 40

NEW LANGUAGE

Write: *goat, cow*

PUPIL'S BOOK

- 1 **Look and say.** Say *I am a robot. Look. This is my family. My mother has a blue mouth. Point to my brother. My brother has . . .* Encourage the pupils to finish the sentence in different ways . . . *blue ears, a green nose, red hair, and so on.*
- 2 Say *My sister has a yellow nose. Point to my sister.* Continue like this so that the pupils learn which robot is which member of the family. Say *Point to my mother/brother/sister/father.*
- 3 The pupils now pretend it is their family. They make up sentences. *I am a robot. My mother has green ears* and so on. Make sure they always begin with *I am a robot.* This is to remind them that they are talking about themselves when they say *my*.
- 4 Explain that you are going to play a game. The class now pretend that the robots are *your* family. You call out parts of the robots' faces: *black hair, white eyes, yellow mouth.* The pupils identify the robot and say *Your father, your sister, your mother* and so on. There may be some confusion over *your* and *my*. Do not be too concerned about this.
- 5 Sing *Put your hand on your head* (Step 12).

HANDWRITING BOOK

- 6 Revise the writing of capital and small Q, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 7 **Read and match.** Write *car, bear* and *doll* on the board. Ask *What is this word?* as you

point. Write up *I have a bear.* Say *Read this.* Pupils read the sentences in the Activity Book and connect them to the appropriate pictures. Explain that each of the sentences is being said by one of the children in the pictures. They must decide which one. Do the first one together. Say (in the pupils' own language) *Who is saying 'I have a car?' Show me the picture.*

- 8 **Write and colour.** Pupils trace *a goat.* They write *a cow*, copying the label under the picture. When they have finished, they colour the pictures. Ask *What colour is your goat/cow?* Pupils say *My goat/cow is . . .* Say *Spell 'cow'.* Pupils read out the letters *c-o-w.*

NUMBERS BOOK (OPTIONAL)

- 9 Draw 16 squares on the board, to match those in the Numbers Book.



Say *Three* and shade in three squares. Then say *Five* and shade in two more squares; count them *1-2-3-4-5.* Say *Seven* and get a pupil to colour the extra squares. Continue with *ten, twelve* and *fourteen.* Each time count the total aloud. Pupils can now do the exercise in the Numbers Book. First of all, they trace the number on the right. Then they fill in the correct number of squares. This revises the idea of the number line, but now with sixteen rather than twelve squares.

STEP 41

NEW LANGUAGE

Read: *my father, mother, brother, sister*
Write: *S*

PUPIL'S BOOK

- 1 Write *my* on the board. Point to it and say *My*. Hold up a book and say *My book* as you write *book* on the board.
- 2 **Read.** Pupils open their books. Say *I am a robot. This is my family. Point to my mother.* Pupils can look back to Step 40 to help them identify the robots. Then say *Point to my brother.*
- 3 Write *my sister* on the board. Say *Read this.* Pupils compare the letters and word shape with that in their books and identify the picture. They read out *my sister*. Say *Spell 'sister'.* Continue writing *my father, my brother* and so on. Each time say *Read this.*
- 4 Pupils close their books. Write up *my sister* and so on for them to read. Pupils open their books. Say *Spell 'brother'* etc. Pupils read out the letters.
- 5 Write sentences on the board for pupils to read.
My brother can clap.
I have a brown cow.
I can run.
- 6 Sing *What is your name?* (Step 1) and *The name song* (Step 4).

HANDWRITING BOOK

- 7 Teach the writing of *S*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 8 **Match.** Pupils draw lines to match what the girl is saying to the correct pictures.
- 9 **Find the letters.** Put the handwriting grid on the board. Explain to the pupils that you

are going to call out letters one at a time and that pupils will come to the front and write them. The class must guess what the word is. Call out *b-e-a-r*, *p-l-a-n-e* and *b-a-x*. Each time ask *What is this word?* Pupils now trace the words in the Activity Book, choosing the letters to put in the spaces.

NUMBERS BOOK (OPTIONAL)

- 10 If necessary, remind pupils how to use the number line for addition (see Step 14). This is the first time they have used it for numbers up to 16. They start on the dot and draw the appropriate number of 'hops' to the right. The answer should be written on the grid. Go through the sums on the board when pupils have finished. They should practise reading out the completed sums in English, e.g. *Ten plus three equals thirteen.*

STEP 42

NEW LANGUAGE

Say: *I live . . . , hole*
Write: *father, mother*

PUPIL'S BOOK



- 1 **Song.** Say *Show me a mouse/a bird/a cat.* Ask *What is this?* and make the three noises in the song: *miaow-miaow, cheep-cheep* and *squeak-squeak.*
- 2 Play the tape. Pupils point to the pictures. Play the tape again. Pupils sing the animal noises. Say *Show me the nest. Show me the hole.* Pupils say *hole* after you.
- 3 Pupils say the words of the first verse after you. Practise *I live in a hole.* Say *Hole . . . A hole . . . I live in a hole,* with the class repeating it after you. Try singing the first verse with the tape.

- 4 Play the tape right through and let the children join in. Divide the class into three and give them a verse each. Everybody sings the chorus, *Father and mother* etc. Swap the groups around.
- 5 Practise reading *father, mother, brother, sister*. Write them on the board. Ask *What is this word?*
- 6 Act out the story in Step 39. Individual pupils play the family members. The class or a small group say Ann's words. Play the tape first of all to remind them of the words.

HANDWRITING BOOK

- 7 Revise the writing of capital and small *R*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 8 **Write and colour.** Pupils trace the words and colour the pictures. Say *Spell 'father/mother'*.
- 9 **Read and colour.** Pupils colour the robots according to the 'key' at the foot of the page. When they have finished, call out colours and get the class to tell you the robot's number.

Teacher	<i>Blue.</i>
Class	<i>Z16.</i>
Teacher	<i>Yellow.</i>
Class	<i>S15.</i>

NUMBERS BOOK (OPTIONAL)

- 10 Pupils draw in the 'hops' and write in the answers to the sums. They should practise reading out the completed sums in English.

STEP 43

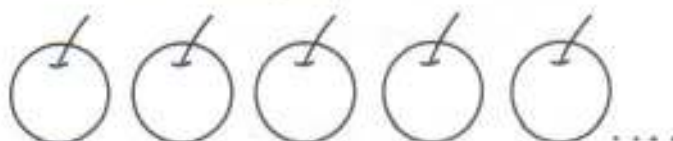
NEW LANGUAGE

Read: 17, 18, 19, 20

Write: T, 17, sheep

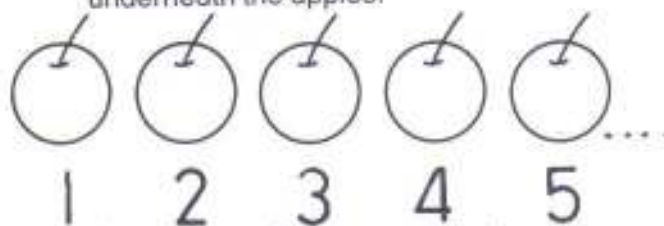
PUPIL'S BOOK

- 1 **Numbers.** Draw sixteen apples in a row across the blackboard. Count them, pointing to each apple in turn. The drawings should be very simple.



Then get the class to count as you point. Add two more apples. Count again, adding *seventeen, eighteen*. Point to the seventeenth apple and say *Seventeen* several times. The class repeat after you. Do the same with *eighteen*.

- 2 Get the class to count 1-18 as you point. Add two more apples and count 1-20. Point to the nineteenth apple and say *Nineteen*. The class repeat after you. Do the same with *twenty*.
- 3 Write the numbers 1-16 on the board, underneath the apples.



Say each number as you write it up. When you get to 17, ask *What is this number?* Continue to 20.

- 4 Point to 10 and say *Ten*. Point to the first 1 in 11 and say *Ten* and then *Plus one* as you point to the second 1. Do the same with 12, saying *Ten plus two*. Continue up to 19, saying *Ten plus nine*. When you get to 20 say *Ten plus ten . . . two tens*. This shows how the numbers are made up of two parts. Some pupils will not understand. Do not spend too long explaining, as this

will only create anxiety. Pupils understand these concepts when they are ready for them.

- 5 Get pupils to count aloud, pointing to the numbers in their books. Count 1-20, with the class in chorus, pointing to the letters. When you say *Stop!*, the pupils freeze. See how many are pointing to the right number. Do this fairly quickly. Call out numbers for the pupils to point to: 17-6-14-9-20. Again, do this fairly quickly, walking around the room to see how they are getting on.
- 6 Write individual numbers on the board. Ask *What is this number?*
- 7 Sing *This is my family* (Step 42).

HANDWRITING BOOK

- 8 Teach the writing of capital T, following the procedure for A, described in Step 4.

ACTIVITY BOOK

- 9 **Join the numbers.** Recite numbers 1-20 with the class. Write 1-20 on the board and ask *What is this number?* as you point to individual numbers. Pupils can now join the numbers together to complete the picture of a cow.
- 10 **Find the letters.** Pupils trace the words, filling in the gaps. When they have finished say *Spell 'cow/goat/sheep'*. Write the answers on the board, as pupils spell them out.

NUMBERS BOOK (OPTIONAL)

- 11 Teach the writing of 17, following the procedure for the letter A, described in Step 4.

STEP 44

NEW LANGUAGE

Say: *count, children, class*

Write: 18

PUPIL'S BOOK



- 1 Give four books to a pupil (e.g. Jenny). Say *How many books?* The pupil counts and says *Four*. Say *Jenny can count*. Repeat this with five pencils, three bags and six girls. Each time say . . . (pupil) *can count*.
- 2 Bring five boys and five girls to the front. Say *Boys . . . girls . . .* and then (indicating the whole group) *Children*. Count them 1-2-3-4-5-6-7-8-9-10. Say *Ten children*. *I can count the children*. Get the pupils to repeat after you: *Children . . . Count the children . . . I can count the children*.
- 3 **Song.** Play the tape. The pupils point to the numbers on the blackboard illustrated in the book. Translate *class*. The pupils repeat it after you. Play the tape again and let the pupils join in.
- 4 Try singing without the tape. See how fast you can go by repeating the last verse several times, going a little faster each time.
- 5 Call different groups of pupils to the front. Say to one pupil *Count the children*. To another pupil say *Count the boys* and to a third *Count the girls*.
- 6 Sing *My new shoes* (Step 28) and *My farm* (Step 36).

HANDWRITING BOOK

- 7 Revise the writing of capital and small S, following the procedure for bB, described in Step 8.

ACTIVITY BOOK

- 8 **Match.** Write each of the sentences on the board, one at a time. Say *Read this*. Pupils

can then do the exercise in the Activity Book. Explain that they must decide who is saying each sentence and draw a connecting line to the picture of that person.

- 9 **Missing numbers.** Pupils write in the missing numbers. When they have finished, go through the answers on the board, demonstrating how to write the numbers, using the handwriting grid.

NUMBERS BOOK (OPTIONAL)

- 10 Teach the writing of 18, following the procedure for A, described in Step 4.

STEP 45

NEW LANGUAGE

Say: trousers, dress, shirt

PUPIL'S BOOK

- 1 Bring to the front two boys wearing different colour shirts (e.g. Peter and John). Say *Look. Peter has a white shirt. John has a blue shirt.* The class repeat after you *Shirt. . . A shirt.* Introduce *dress* and *trousers* in the same way. (Do not try to explain why *trousers* is plural or why *dress* is used with an article and *trousers* is not.)
- 2 **Look and say.** Say *Point to the dress. Show me the trousers. What colour is the shirt?* and so on. Draw simple pictures on the board. Ask *What is this?*



Colour the pictures and get pupils to say *It is a blue dress/yellow shirt* and so on.

- 3 **Picture practice.** Pupils make up sentences about the picture. Say *Show me Ann/Jack/Sue.* Ask *What colour is the doll's dress? What colour are Ann's shoes? Jack has . . . ? (a blue shirt/a yellow ball/blue shoes/black trousers).*
- 4 Provide pupils with lined paper or a copy book. If possible, this should match the handwriting grid in *Get Ready!* There is a suitable grid at the back of this book which may be photocopied. Explain that you are going to call out letters which will make a word. They must write them down and tell you what the word is. Call out the following words: *table, bag, train, bear, mother.* When the pupils have told you the words, reverse the procedure. Call out the words and get them to tell you the letters. Say *Spell 'bear'* and so on.
- 5 Sing *Twenty in the class* (Step 44). Write numbers on the board. Ask *What is this number?*

HANDWRITING BOOK

- 6 Revise the writing of capital and small T, following the procedure for bB, described in Step 8.

ACTIVITY BOOK

- 7 **Odd one out.** Follow the procedure described in Step 19.9.
- 8 **Write the capital letters.** Pupils write the capital letter equivalents for each of the small letters. Go round, helping with recognition. Say *What is this letter?* When pupils have finished, go through it on the board, demonstrating the hand movements.

NUMBERS BOOK (OPTIONAL)

- 9 Pupils add up the number of each object and write it down (14 apples, 11 robots, 18 kites, 13 cows, 16 birds, 17 cats). Go through the answers, putting them on the board and demonstrating how to write each number.

STEP 46

NEW LANGUAGE

Read: *Shirt, trousers, dress, shoes*

Write: /9

PUPIL'S BOOK

- 1 Revise *shirt, trousers, dress, shoes* by asking questions about the pupils in the class. *What colour is Mary's dress? Point to your shoes* and so on. Pupils look at Step 46. Say *Point to the shoes/the shirt. What colour is the dress?*
- 2 **Read.** Write *a dress* on the board. Ask *What is this word?* Pupils compare it to the one in their book and work out that it is *dress*. Do the same with *trousers, shoes, and a shirt*.
- 3 Pupils cover the right-hand side of the page so that they can see only the words. Call out words and get the pupils to point to them.
- 4 Write individual words on the board and ask *What is this word?*
- 5 Dictate letters, as described in Step 45.4. Call out the following words: *shirt, father, red, trousers, dress*.

HANDWRITING BOOK

- 6 This step revises *O, P, Q, R, S, T*. Along with the class, practise writing each letter in the air. Go round helping as pupils do the exercise in the Handwriting Book. If any letters are causing particular problems, demonstrate them again before pupils go on to the row of copying.

ACTIVITY BOOK

- 7 **Match.** Pupils draw lines to connect the words and pictures.
- 8 **Colour and say.** Pupils colour in the shapes according to the 'key'. Call out a number and get pupils to tell you what it is,

e.g. *Number three is eight red circles*. If necessary, revise the shapes, *triangle, square, circle*, by drawing them on the board and asking *What is this?* and getting the class to repeat after you *Square . . . A square*. If the oral part of this activity is difficult, it may be omitted as the shapes will be revised at the start of Step 47.

NUMBERS BOOK (OPTIONAL)

- 9 Teach the writing of /9, following the procedure for A, described in Step 4.

STEP 47

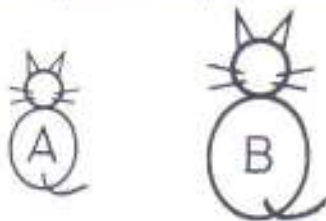
NEW LANGUAGE

Understand: *What is the difference?*

Write: U, 20

PUPIL'S BOOK

- 1 Revise the shapes, *triangle, circle, square*. Draw all three on the board. Say *Show me a circle/triangle/square*. Give pupils pieces of paper. Call out a shape for them to draw. Draw individual shapes on the board in different colours. Ask *What is this?* as you point. Pupils reply *A blue circle, a red triangle* and so on.
- 2 Hold up two pencils which are identical apart from colour. Ask *What is the difference?* Give the answer: *This pencil is red. This pencil is blue*. Draw two cats on the board, identical apart from size.



Ask *What is the difference?* Give the answer: *Cat A is little. Cat B is big*.

- 3 **Game.** Say *Look at number 1. It is two dresses. What is the difference? Dress A has red triangles. Dress B has green squares. Now look at number 2. It is two shirts. What is the difference? Pupils give you the answer. Continue like this. Number six. What is the difference?*
- 4 Now choose a pattern, e.g. *yellow triangles*. Pupils have to guess which article of clothing you are thinking of. *Is it shirt F? Is it dress C?* Pupils take turns at choosing a pattern. The class have to work out which shirt or dress it is.
- 5 Dictate letters, as described in Step 45.5. Call out the following words: *sister, shoes, monkey, shirt, under*.
- 6 Sing *Twenty in the class* (Step 44).

HANDWRITING BOOK

- 7 Teach the writing of capital *U*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 8 **Draw.** Pupils read the labels and draw the pictures.
- 9 **Odd one out.** Pupils circle the letter which is different and write it on the grid. When the class has finished, go through the answers, demonstrating the writing of each letter on the board.

NUMBERS BOOK (OPTIONAL)

- 10 Teach the writing of *20*, following the procedure for *A*, described in Step 4.

STEP 48

NEW LANGUAGE

Say: *baby*

Write: *V*

PUPIL'S BOOK



- 1 Play the tape of the story, *Ann's family* (Step 39). Say *Show me the baby. Show me Ann's mother/father/sister/brother.*
- 2 **Rhyme.** Play the tape. Demonstrate the actions. You have your hands close together for *Baby's shoe* and for each shoe you move them further apart. For *Father's shoe* your hands are outstretched as if it is enormous.
- 3 The class say the rhyme with you, performing the actions. Say *Show me mother's shoe/sister's shoe*. Pupils point in their books. Groups come to the front to perform the rhyme. Say it with them.
- 4 Sing *This is my family* (Step 42).
- 5 Revise *can*. Get pupils to perform actions. The class say *Mary can . . .* Pupils can *hop, run, jump, clap, sing, dance, count, read, write, paint, point, play a drum/guitar.*
- 6 Sing *My new shoes* (Step 28) and *Red guitar* (Step 32).

HANDWRITING BOOK

- 7 Teach the writing of capital *V*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 8 **Write how many.** Pupils study the picture and write in the correct numbers for each object (2 elephants, 7 bags, 8 shoes, 12 balls, 6 kites, 4 dolls). When they have finished, get them to make up sentences; *I can see 8 shoes*. Say *Show me* and get them to point and count them out. If necessary, revise recognition of the six words before they begin.

NUMBERS BOOK (OPTIONAL)

- 9 Pupils carefully trace the sums and read them out in English. Go round, helping with the hand movements.

STEP 49

NEW LANGUAGE

Say: *Jack likes ice cream, chocolate*

PUPIL'S BOOK

- 1 **Look and say.** Say *Show me the cake/the sweets/a fish*. Pupils may have forgotten these words. If necessary, get the class to practise saying them after you. Draw them on the board. Ask *What is this?*



- 2 Say *Look. Sue likes cake*. Make an *mmm* noise and lick your lips. Show the class how the red line goes from Sue to the cake. Say *Bingo likes...* and get the class to say either *fish* or *cake*. (Do not try to explain why the article is not used.) The class repeat after you *Cake... Bingo likes cake. Fish... Bingo likes fish*.
- 3 Now say *Jack likes sweets and Jack likes...* Mime licking an ice cream and then say *ice cream*. The class say it after you. Say *Point to the ice cream. Jack likes ice cream*. The class repeat *Ice cream... Jack likes ice cream*. Use the same procedure with *Sue* and *chocolate*.
- 4 Check the vocabulary. Say *Point to the chocolate/cake/fish/ice cream/sweets*. Ask *What is this?* either miming or drawing on the board.

- 5 Now pupils make up sentences about Jack, Bingo or Sue. You call out a name and the pupils make sentences.

Teacher *Bingo.*

Pupil *Bingo likes fish.*

Teacher *Jack.*

Pupil *Jack likes ice cream.*

- 6 Say the rhyme in Step 48 and the rhyme in Step 18. Sing *Where is little Bingo?* (Step 20) and *Big alphabet song* (Step 16).

HANDWRITING BOOK

- 7 Revise the writing of capital and small *U*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 8 **Read and colour.** Write each of the sentences on the board. Practise reading them out. Clean the board. Pupils then colour the pictures according to the words in each speech bubble.
- 9 **Missing numbers.** Pupils write in the missing numbers (16, 18, 20). Go round, helping where necessary. Pupils who cannot work it out should be encouraged to count. Start from 10.

NUMBERS BOOK (OPTIONAL)

- 10 If necessary, revise the number line. This is the first time the pupils have used the number line up to 20. They draw the right number of 'hops', starting from the dot. They write the answer on the grid on the right. When they have finished, get them to read out the completed sums in English.

STEP 50

NEW LANGUAGE

Say: *I like*

Write: *W, Do-Do, Zo-Zo*

PUPIL'S BOOK



1 **Song.** Pupils look at Step 50. Say *Show me the chocolate/the ice cream/the sweets/the cake*. Say *I like chocolate*. Rub your tummy and make appreciative noises. The class say *I like chocolate*, repeating after you. Say *I like chocolate – yummy, yummy*. Explain that *yummy, yummy* is not really a word. It is a sort of sound you can make in English to show that something tastes nice. Get the class to say *yummy, yummy*. Say *I like cake*. The pupils repeat after you and then say *Yummy, yummy*, lick their lips and rub their tummies to show that it is nice. Continue with *ice cream* and *sweets*.

2 Call out one of the foods. The class say *I like . . .* and then say *yummy, yummy* and make appreciative noises.

Teacher *Sweets.*

Class *I like sweets. . . yummy, yummy*

Teacher *Cake.*

Class *I like cake . . . yummy, yummy.*

3 Play the tape. Pupils join in on *yummy, yummy*, rubbing their tummies. Try it with the girls singing the first verse and the boys singing the second. Swap round.

4 Put headings on the board for four colours, *Red, Blue, Yellow, Green*. Ask individual pupils to tell you which colour they like (*I like red*). As pupils tell you, write their names under the colours.

Red	Blue	Yellow	Green
Mary	Mike	Susan	Peter
Jenny	Jack	John	Jane
Robert			

Now call out names and get the class to tell you which colour that pupil likes.

Teacher *Peter.*

Class *Peter likes green.*

Teacher *Jenny.*

Class *Jenny likes red.*

This activity practises and contrasts the first and third person (*I like/Peter likes*).

5 Sing *Yummy yummy* again.

HANDWRITING BOOK

6 Teach the writing of capital *W*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

7 **Colour and say.** Pupils colour the pictures. Check recognition of the names. Say *Show me the name Do-Do*. Pupils now form sentences about the clowns. The teacher calls out a name and the class say what that clown likes, e.g. *Do-Do likes drums*.

8 **Write and colour.** Pupils trace the words and complete the sentences: *Do-Do can sing/Zo-Zo can jump*. When they have finished, ask them to read the completed sentences out loud. Ask them to spell words. Say *Spell 'jump'*.

NUMBERS BOOK (OPTIONAL)

9 Pupils draw in the 'hops' on the number line and write in the answers to the sums in the grid on the right.

STEP 51

NEW LANGUAGE

PUPIL'S BOOK

- 1 **Look and say.** Check recognition of the vocabulary. Say *Point to the trains. Show me the ice cream.* Call out the names of objects very quickly. Pupils have to find them: *cars, books, chocolate* and so on.
- 2 Say *I like clowns.* Pupils say what they like. *I like oranges. I like cake.* (Do not try to explain why cake is uncountable and is in the singular. Avoid constant correction. If a pupil says *I like cakes*, say *Yes, I like cake* without particularly drawing attention to the difference.)
- 3 Write four headings on the board, *Cars, Dolls, Books, Kites.* Ask pupils to say what they like: *I like books.* As you did in Step 50.4, make lists on the board showing what pupils like. Then call out a name and get the pupils to tell you what that pupil likes, and so on.
Teacher *Jane.*
Class *Jane likes kites.*
- 4 Sing *Yummy yummy* (Step 50) and *Twenty in the class* (Step 44).

HANDWRITING BOOK

- 5 Revise the writing of capital and small V, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 6 **Write the colour.** Write *white, green, yellow* and *brown* separately on the board. Ask *What is this word?* Pupils copy the appropriate colour word beside each picture. When they have finished, ask *What colour is a sheep?* Say *Spell 'white'.*

- 7 **Missing letters.** Pupils write in the missing capital letters. Go round helping. Go through the answers on the board, demonstrating the writing of *S, V* and *W*.

NUMBERS BOOK (OPTIONAL)

- 8 Pupils use the number line to do the sums. They do the 'hops' with a finger, rather than drawing them. Go through the answers, demonstrating with a number line to 20 on the board. Get pupils to read out the completed sums in English

STEP 52

NEW LANGUAGE

Write: *X*

PUPIL'S BOOK

- 1 **Game.** *I can see a 'b'* (sound of the letter). *Is it a ball?* Answer your own question *No. Is it a bike?* . . . *No.* Encourage the pupils to guess. *Is it a . . . ?* Make a 'b' noise to help them 'b' . . . 'b' . . .
- 2 Choose another object. *I can see a 'd'* (sound of the letter). Pupils guess what it is. Call a pupil to the front. The pupil chooses something from the picture and tells you what it is. The pupil tells you the initial sound of the word. Help as necessary. The pupils say *I can see a 'm'*. The class try to guess what it is. Continue, with various pupils having a chance to choose the object.
- 3 Dictate letters, as described in Step 45.4. Call out the following words: *yellow, brother, lion, elephant, orange.*
- 4 Sing *My farm* (Step 36).

HANDWRITING BOOK

- 5 Teach the writing of capital *X*, following the procedure for *A*, described in Step 4.

ACTIVITY BOOK

- 6 **Draw.** Pupils read the labels and draw the pictures.
- 7 **Write the capital letters.** Pupils write the capital letter equivalents of the small letters. Go through the answers on the board, demonstrating the correct hand movements.

NUMBERS BOOK (OPTIONAL)

- 8 Pupils do the sums, using the number line. Go through the answers on the board, demonstrating the use of the number line.

STEP 53

NEW LANGUAGE

Say: *ride*

Write: *hen*

PUPIL'S BOOK



- 1 Mime riding a bike. Ask *What is this?* Pretend to ring the bell. The class say *A bike*. Say *Yes. I can ride a bike*. Call some pupils to the front. Give the instruction *Ride a bike*. Say *Look, Mary can ride a bike*. The class repeat after you *A bike. . . Ride a bike. . . Mary can ride a bike*.
- 2 Now mime playing a drum and ask *What is this?* Say *I can play the drum*.
- 3 **Story.** Play the tape or read it aloud yourself. Pupils point to the pictures in sequence. The numbers will help. Say *Show me Sammy. Point to Peter*. Ask *What colour is the bike?* Explain in the pupils' own language that the boys are sharing because they are friends.
- 4 Play the tape again. Then the class repeat the words of the story after you, pointing to each picture. Small groups or individuals 'tell' the story to the class.

- 5 Play the game in Step 52.
- 6 Sing *Yummy yummy* (Step 50).

HANDWRITING BOOK

- 7 Revise the writing of capital and small *W*, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 8 **Colour and say.** Pupils colour the pictures and then make up sentences using *ride*. Call out a clown's name. Pupils describe what the clown can ride.
Teacher *Co-Co*,
Class *Co-Co can ride a bike*.
- 9 **Find the letters.** Pupils trace the words, filling in the missing letters. When they have finished, say *Spell 'hen'* and so on.

NUMBERS BOOK (OPTIONAL)

- 10 Revise the concept of subtraction. Write this sum on the board $8 - 3 =$. Read it out in English. Say *Eight* and draw eight dots. Say *Minus three* and cross three out. Say *Equals* and add up the number of dots left. Do another example. Pupils do the minus sums in the Numbers Book. They cross out the appropriate numbers of dots and add up how many are left. They write the answer on the grid on the right. Go through the sums on the board, showing how to cross out dots to get to the answer.

STEP 54

NEW LANGUAGE

Understand: *today, now*

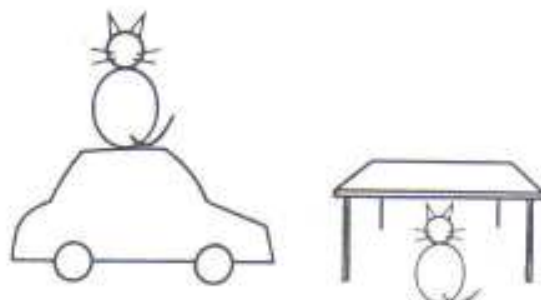
Say: *play* (amuse one's self)

Write: *Y, in*

PUPIL'S BOOK



- 1 Bring a pupil to the front (e.g. Peter). Say *Peter is my friend*. Put your arm around the pupil. *I like Peter*. The pupil sits down. Pupils choose someone else in the class and say *I like...* (e.g. Jane). *Jane is my friend*.
- 2 Pretend to look for your friend. Say *Where is Peter? Where is my friend? I am sad today*. Put on a miserable expression and repeat *I am sad*. Say *I am sad today* and translate *today*. The class repeat after you *Today... I am sad today*.
- 3 Call the pupil that you first called out to the front. Say *Here is Peter! Now I can play today*. Translate *play*. Previously the pupils have met it in the sense of play an instrument. Here it means to amuse oneself with a friend.
- 4 **Song.** Play the tape. Show a sad expression during the first part of each verse. Look happy for the second part of each verse.
- 5 The class say the first part of the two verses after you. Then they listen to the tape again.
- 6 They say the second part of each verse after you. Now try singing the whole song without the tape. When the class know the song, try it with the boys singing the first part of verse 1 and the girls singing the first part of verse 2. Everybody joins in for *Here is Peter/Jenny*.
- 7 Revise the prepositions *in, on, under*. Put different objects in different places. Ask *Where is the chair/my bag/the blue pencil/your book/my hand/Mary's shoe?* Use blackboard drawings.



Give instructions. *Put your finger in your book. Put your hand under your leg. Put your arm on your head.*

- 8 Sing *Put your hand on your head* (Step 12) and *The mouse is on the cat* (Step 14).

HANDWRITING BOOK

- 9 Teach the writing of capital Y. Follow the procedure for A, described in Step 4.

ACTIVITY BOOK

- 10 **Write where.** Look at the first two pictures. Ask *Where is the mouse?* Pupils answer *On a shoe* and *In a shoe*. Write *in* and *on* on the board. Look at the next two pictures and ask *Where is the shoe?* Pupils write *in* or *on* next to the first four pictures. Go through the answers on the board. Then move on to the last two pictures. Ask *Where is the cat?* Pupils reply *Under a cupboard* and *On a cupboard*. Write *under* and *on* on the board. Pupils write the appropriate preposition beside each picture.

NUMBERS BOOK (OPTIONAL)

- 11 If necessary, revise how to use the number line for subtraction (see Step 24). Pupils start from the dot and do the appropriate number of 'hops' to the left. They write the answer on the grid on the right. Pupils should be asked to read out the completed sums in English.

STEP 55

NEW LANGUAGE

PUPIL'S BOOK

- 1 Get the class to recite the numbers 1–20. Say *Count the numbers*. . . Write individual numbers on the board. Ask *What is this number?*
- 2 Get the class to recite the alphabet. Write individual letters on the board. Ask *What is this letter?*
- 3 **Game.** Tell a pupil to choose a number or letter from Step 55. The pupil must keep it a secret. Ask *yes/no* questions to find out if it is a number or letter. *Is it a letter? (No) Is it a letter? (Yes)* Ask about the colour. *Is it a yellow letter?* Finally, guess which one it is. *Is it B?* Now tell the class that you have chosen a number or letter. The class must ask you questions to find out which one it is. Continue in the same way.
- 4 Dictate letters, as described in Step 45.4. Call out the following words: *red, green, blue, yellow, black*.
- 5 Sing *I can play today* (Step 54).

HANDWRITING BOOK

- 6 Revise the writing of small and capital X, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 7 **Colour and say.** Pupils colour the pictures according to the 'key'. Pupils then make up sentences about the robots. The teacher can provide cues.
Teacher *Green arms.*
Pupil *X8 has green arms.*
Teacher *Red legs.*
Pupil *A1 has red legs.*
Teacher *A red head.*
Pupil *X8 has a red head.*

- 8 **Find the letters.** Pupils trace the words, filling in the missing letters. When they have finished, say *Spell 'bag'* etc.

NUMBERS BOOK (OPTIONAL)

- 9 Pupils draw in the 'hops' and write in the answers on the right. When they have finished, demonstrate on the board, using a number line. Ask pupils to read out the completed sums in English.

STEP 56

NEW LANGUAGE

Read: *I like, sweets, chocolate, ice cream, cake*
Write: *Z, dress, ice cream*

PUPIL'S BOOK

- 1 **Read.** Pupils look at the pictures in Step 56. Say *Show me the chocolate. Point to the sweets* etc. Ask questions *What colour is the ice cream? How many sweets?*
- 2 Write *I like* on the board. Point to the words and say *I like*. The class repeat after you as you point again. Now write up *I like cake*. Say *Read this*. Pupils compare what you have written to Step 56 and work out the answer. Substitute *sweets, chocolate* and *ice cream* for *cake*. Say *Read this*.
- 3 Pupils close their books. Write up *chocolate, ice cream, sweets* and *cake* as individual words. Ask *What is this word?* Write up sentences with *I like* . . . and say *Read this*.
- 4 Pupils open their books. Say *Spell 'sweets'*. A pupil reads out the letters. Continue with *chocolate, ice cream* and *cake*.
- 5 Sing *Yummy yummy* (Step 50).
- 6 Make up sentences, using the pictures in Step 51.
- 7 Sing *I can play today* (Step 54).

HANDWRITING BOOK

- 8 Teach the writing of capital Z, following the procedure for A, described in Step 4.

ACTIVITY BOOK

- 9 **Find the words.** Write on the board *my*, *have*, and *can*. Point to each word and say *What word is this?* Write up *I . . . a red dress*. Read it out and explain in the pupils' own language that you want to know which word will fit in the gap. Put a circle around *my*. Read *I my a red dress . . . No!* Cross out *my*. Put a circle around *have*. Read *I have a red dress . . . Yes!* Pupils trace the sentences in the Activity Book, filling in the gaps. Go round helping.
- 10 **Match.** Pupils circle the words that match the pictures.

NUMBERS BOOK (OPTIONAL)

- 11 Pupils do the sums, using the number line. They use their finger rather than actively drawing the 'hops'. The sums are all subtractions. Go through the answers, demonstrating with a number line on the board.

STEP 57

NEW LANGUAGE

Write: *ice cream, chocolate*

PUPIL'S BOOK

- 1 **Game.** Pupils look at picture A. Say *What colour is the bike? What colour is Jack's shirt? Point to Sue's doll. Where is the bear? Look at Jack's ball. Is it a big ball?* etc.

- 2 Now say *Look at picture B. What is the difference?* If necessary, translate this question. Pupils should recall it from Step 47. Pupils make up sentences. *In picture A . . . In picture B. . .* There are ten differences. They are listed at the bottom of the word list on the last page of the Pupil's Book. If pupils get stuck, prompt them. Say *Look at Jack's trousers. Look at the bear. Is it a big bear? What colour is the doll's nose?*
- 3 Play the game in Step 52.
- 4 Sing *Twenty in the class* (Step 44).

HANDWRITING BOOK

- 5 Revise the writing of capital and small Y, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 6 **Draw.** Pupils read the labels and draw (and colour) the pictures.
- 7 **Draw and colour.** Pupils write *chocolate* and *ice cream*, copying the labels under the pictures. When they have finished, they colour the pictures. Ask *What colour is your ice cream?*

NUMBERS BOOK (OPTIONAL)

- 8 Pupils do the sums, using the number line. These are all additions. Make sure that pupils are doing 'hops' in the right direction. Go through the answers, demonstrating with a number line on the board. Get pupils to read out the completed sums in English.

STEP 58

NEW LANGUAGE

PUPIL'S BOOK



- 1 **Song.** This is the last song in *Get Ready!* The pupils sing about what they have learned. Play the tape. Before each verse, say the first line to help the pupils focus on the key idea of that verse.
- 2 Pupils say the words of the first verse after you. Try singing it as a class. Repeat this procedure with the second verse and then the third verse.
- 3 Try singing the song with the tape and then without the tape. Pupils should wave *hello* (in the first verse) and *goodbye* (in the last verse). In the middle verse they point to *ABC* and *123* in their books.
- 4 Say *I can sing 'Twenty in the class'*. Encourage pupils to look back through the book and say *I can sing*. . . (it does not matter if they get the titles wrong). Sing some of the songs that the pupils choose.

HANDWRITING BOOK

- 5 Revise the writing of capital and small Z, following the procedure for *bB*, described in Step 8.

ACTIVITY BOOK

- 6 **Missing letters.** Pupils write in the missing letters. Go through the answers on the board (U, X, Z), demonstrating the hand movements.
- 7 **Match.** Pupils have to decide who is saying each of the sentences. They then join the words and pictures with a line. Explain this in the pupils' own language.

NUMBERS BOOK (OPTIONAL)

- 8 This revises the writing of the numbers 1-20. Go round, helping with hand movements. If there are any numbers which are causing general difficulty, demonstrate them on the board.

STEP 59

NEW LANGUAGE

Write: *cake, sweets*

PUPIL'S BOOK

- 1 **Game.** First of all check recognition of all the words. Say *Show me 'bag, goat, horse'* etc. As you say each word, write it on the board.
- 2 Write individual words from the game up on the board. Ask *What is this word?* Next, ask *What colour is 'table'?* (*red*) etc.
- 3 Call a pupil to the front. Tell the pupil to choose a word but to keep it a secret. Ask questions to find out which word it is. Find out the colour. *Is it a green word?* etc. Then guess from among the words of the right colour. Now tell the class that you have chosen a word. They must ask questions to find out which word it is. This game provides excellent reading practice. Let various pupils have turns at choosing the word.
- 4 Say *Spell*. . . and choose different words from Step 59. Let pupils spell words. The class listen and decide which word has been spelled. *Is it 'cake'?*
- 5 Sing *Goodbye little English boys* (Step 58).

HANDWRITING BOOK

- 6 Pupils write the whole capital alphabet. Go round helping. Be very encouraging. If there are any general problems, demonstrate on the board.

ACTIVITY BOOK

- 7 **Join the numbers.** Practise saying and recognizing numbers. Write individual numbers on the board. Ask *What is this number?* Sing *Twenty in the class* (Step 44). Pupils join the numbers in the correct order to complete the picture of a train.
- 8 **Find the letters.** Pupils trace the words, filling in the gaps. When they have finished say *Spell 'cake/sweets'.*

NUMBERS BOOK (OPTIONAL)

- 9 Pupils do the sums, using a number line. There are plus and minus sums. Make sure that pupils do the 'hops' in the correct directions.

STEP 60

NEW LANGUAGE

PUPIL'S BOOK

- 1 **Picture practice.** The page should be used for revision. Ask questions. Get pupils to make up sentences about the people in the picture (Jack, Sue, Ann, baby Jenny, mother and father).

Expressions	Vocabulary	
<i>How many?</i>	<i>apple</i>	<i>dress</i>
<i>Where is? (in/</i>	<i>bag</i>	<i>hat</i>
<i>on/under)</i>	<i>ball</i>	<i>horse</i>
<i>Jack has ...</i>	<i>bear</i>	<i>house</i>
<i>Point to ...</i>	<i>bike</i>	<i>fish</i>
<i>Count ...</i>	<i>box</i>	<i>orange</i>
<i>Show me ...</i>	<i>cake</i>	<i>sheep</i>
	<i>car</i>	<i>shoe</i>
	<i>cat</i>	<i>table</i>
	<i>cow</i>	<i>tree</i>
	<i>doll</i>	<i>trousers</i>
	<i>colours</i>	<i>numbers</i>

- 2 Play the games in Step 55 and Step 52.
- 3 Say the rhyme in Step 48.
- 4 Sing *Goodbye little English boys* (Step 58).

HANDWRITING BOOK

- 5 Pupils write the whole small alphabet. Go round helping. If there are general problems, demonstrate on the board. Be very positive about what the pupils have achieved in their writing.

ACTIVITY BOOK

- 6 **Match.** Pupils must decide who is saying each sentence and match the words and pictures. Help as much as is necessary. This is a demanding exercise. Ensure that pupils have a sense of how far they have progressed. Remind them of the time when they did not know the ABC and now they can read whole sentences.

NUMBERS BOOK (OPTIONAL)

- 7 Pupils do the sums, using the number line. Go through the answers on the board. Ask pupils to read out the completed sums in English.

Handwriting practice

1

2

3

4

5

6
